DOCUMENT RESUME

ED 185 235 CE 021 404

TITLE	IVA: Improving Vocational Administration.
INSTITUTION	EPD Consortium D, Richardson, Tex.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	[79]
GRANT	G007701875
NOTE	672p.; Not available in paper copy due to colored paper. For a related document see ED 171 944.
EDRS PRICE	MF03 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Administrative Organization; *Administrator Education; Advisory Committees; Answer Keys; Curriculum Guides; *Educational Administration; Educational Finance; Educational Objectives; Federal Legislation; Instructional Materials; Learning Activities; *Management Development; Money Management; Program Administration; Program Budgeting; Program Development; *Supervision; Tests; Transparencies; *Vocational Education

ABSTRACT

These six instructional units are intended to provide instructors of vocational education administration with a systematic package of materials for their programs of preservice and/or inservice instruction and to provide materials which could be reproduced for learner use. These units cover the following subject matter: (1) federal legislation affecting vocational education; (2) funding and fiscal management of vocational education; (3) advisory councils to vocational education; (4) organizational and administrative structure of vocational education; (5) administration and supervision of vocational education programs; and (6) planning vocational education programs. Since no specific sequencing is required, each unit can be used independently. The unit format includes description, goal, and objectives; resource readings; learner activities; and self-assessment and answer key. Transparency masters that were developed to facilitate the presentation of the subject matter are appended. (BM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED185235

CE 021 404

IVA

IMPROVING VOCATIONAL ADMINISTRATION

Dr. Billy N. Pope
Project Director

Dr. Kay Funderburk
Project Facilitator

Mr. Fred Vogel
Research Assistant

Dr. Vaughn Huffstutler
Consultant

ADVISORY COUNCIL

Mr. W. C. Wooldridge
Superintendent
Hallsville Independent School District

Dr. J. B. Whitely
President
Houston Community College

Dr. Tom Deliganis
Assistant Superintendent
San Antonio State School

Ms. Sandrea Marvel
Vocational Director
Wichita Falls Independent School District

Dr. James Hooper
President
Seward County Community College

Dr. Leo Schreiner
Occupational Education and Technology
Texas Education Agency

Dr. Bill E. Lovelace
EPD Consortium for Northeast Texas

Mr. Terry D. Garland
Vocational Director
Wilmer Hutchins Independent School District

Mr. R. P. Campbell
Executive Director
Education Service Center, Region XI

EDITORIAL BOARD

Dr. Jack Davis
President
Western Nevada Community College
Carson City, Nevada

Dr. Edwin L. West
Superintendent
High Point Schools
High Point, North Carolina

Dr. Arch B. Alexander
Deputy Director
State Department Vocational-Technical Education
Stillwater, Oklahoma

Dr. Martin Strand
Director
Career Development Center
Jackson, Mississippi

Education Personnel Development
Consortium for Northeast Texas
P.O. Box 1300
Richardson, Texas 75080

United States Office of Education
Grant Number
G007701875

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED182552

EPD Consortium for Northeast Texas does not discriminate on the basis of race, color, creed, sex, age, handicapping condition, or national orgin.

The project presented or reported herein was performed pursuant to a Grant from the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position of policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

Table of Contents

Acknowledgements v

Preface vii

Unit One
Federal Legislation Affecting Vocational Education .... Gold

Unit Two
Funding and Fiscal Management of Vocational Education .... Tan

Unit Three
Advisory Councils to Vocational Education .... Yellow

Unit Four
Organizational and Administrative Structure of Vocational Education .... Blue

Unit Five
Administration and Supervision of Vocational Education Programs .... Orange

Unit Six
Planning Vocational Education Programs .... Gray

Transparency Masters .... White

Acknowledgements

The authors wish to express appreciation to the 26 participating institutions of higher education and the many superintendents and principals who generously gave of their time and resources to provide the necessary data for identifying areas for materials development. A special thanks goes to those university faculty members who reviewed and critiqued the materials during the development process.

The authors also wish to thank the Department of Occupational Education and Technology, Texas Education Agency, for providing essential information and assistance. The project staff is indebted to the Advisory Council for providing valuable guidance and critical analysis throughout the materials development process. A very special thanks goes to Mr. Bill Ditto, Vice President of Administration of Houston Community College, for his encouragement and assistance in reviewing the materials.

The project staff also wishes to acknowledge the inclusion of information from the *Competency-Based Vocational Education Administrator Materials* developed by the National Center for Research in Vocational Education, Ohio State University, and from the *Vocational Education Curriculum Specialist* series developed by the American Institutes of Research, Palo Alto, California.

Preface

On June 10, 1972, the State Board of Education in Texas approved certification programs for superintendents and principals which included ". . . elements designed to provide competencies in the administration of . . . vocational-technical education." However, a number of the universities with approved administrative certification programs had little or no expertise in vocational-technical education. In response to this need, Project IVA was developed with the primary objective of improving and/or upgrading the vocational-technical education components of these certification programs.

As a result of a needs assessment of practicing superintendents and principals, and of institutions of higher education having administrative certification programs, areas were identified for the development of instructional materials. The resulting materials form an instructional package which emphasizes various skills and knowledges specifically applicable to the preservice and inservice training of superintendents and principals, with respect to the administration of vocational-technical education.

Although the materials were developed specifically for use in Texas, much of the information contained in them has applicability to other parts of the country. It is, therefore, possible that this project may serve as a model to other states in the preservice and inservice training of general administrators who have responsibility for vocational education programs.

Organization of the Materials

The materials have been organized into six instructional units. Each unit can be used independently, and no specific sequencing is required or should be inferred by the order used in this package. The structure of each unit is identical with the exception of the section entitled "Learner Activities" which is not included in every unit. Transparency masters have been developed for each unit and may be found following Unit Six.

The format established for the units was intended to achieve two major purposes. The first purpose was to provide instructors of educational administration with a systematic package for infusing the materials into their programs of preservice and/or inservice instruction. The second purpose was to provide materials which could be reproduced for learner use.

To accomplish these purposes, it is suggested that the units be used in the following manner:

- PART I: Description, Goal, Objectives

This part of the unit serves as the nucleus for a course syllabus or outline. Learners can be provided with a course syllabus by reproducing PART I, excluding the "Suggested Instructional Activities" and including the "References" from PART II. The units can be placed in the order of presentation and handed out to students at the initial class meeting.

- PART II: Resource Readings

This part was developed to provide the instructor with background information for making class presentations and stimulating discussion. This section, or portions of it, can also be reproduced for use by learners.

- PART III: Learner Activities

This section was designed to provide the learner with problematic situations upon which to apply the knowledge or skill gained in the unit.

This section can be reproduced for handouts or placed on a transparency to stimulate discussion, reinforce major points, or clarify material presented in the unit.

- PART IV: Self-Assessment and Answer Key

This part provides learners with a means of self-evaluating their understanding of the information presented. It was not intended to be used as a "unit test" by the instructor. The section may be reproduced and handed out to learners, or it may be presented on a transparency to an entire class. It may also be used as a pretest to determine areas which need to be emphasized in the course.

- Transparency Masters

The transparency masters were developed for use by the instructor to facilitate the presentation of the subject matter. Each master is coded for identification purposes. The coding system identifies each transparency in the following manner:

- "IVA" represents the federal project under which these materials were developed.
- "79" identifies the year for which the materials are current.
- "1, 2, 3, 4, 5, or 6" identifies the unit for which the transparency master was developed.
- "1-144" identifies the sequence number of the master. All masters are numbered consecutively.

Example: IVA 79:2:24 This code identifies the transparency master as one developed under Project IVA, current for the year 1979, applicable to Unit Two, and number 24 in the sequence.

Table of Contents

Introduction

PART I.

Description 1
Goal 1
Objectives 1
Suggested Instructional Activities 3
Definition of Terms 5

PART II.

Resource Readings 9
  The Texas Foundation School Program: State-Local Partnership
  Funding for Vocational Education
  Fiscal Management
  Budgetary Management and Control
  Administration of Travel of Vocational Personnel in Texas
  Obtaining Funds for Instructional Equipment
  Procedures for Reimbursement of Contracted Expenditures
  Expenditure of the State Operating Allowance for Vocational Teachers
References 87

PART III.

Learner Activities 91

PART IV.

Self-Assessment 109
Answer Key 112

INTRODUCTION

Public education is a state responsibility which is supported by local, state, and federal funds. Nationwide, an average of only about eight cents of every dollar spent for public education has come from federal sources. However, escalating level of federal "seed money" and the "matching funds principle" have stimulated states and local districts to provide additional financial support of vocational education.

Paying the cost of vocational education has always been a major concern of the school administrator. Sometimes it seems to demand more time and attention than any other administrative task, to the exclusion of other important program needs. Failure to manage the financial affairs of a program properly can quickly lead to trouble. Effective financial management includes not only knowledge of, and access to, all legitimate sources of revenue, but also wise allocation, control, and accounting of available funds.

PART I

DESCRIPTION
GOAL
OBJECTIVES
SUGGESTED INSTRUCTIONAL ACTIVITIES
DEFINITIONS

FUNDING AND FISCAL MANAGEMENT OF VOCATIONAL EDUCATION

Description

The major focus of this unit is funding and financing secondary vocational education programs. Emphasis is placed on sources of funding at federal, state, and local levels; budgetary management and accounting; procedures for obtaining available funds; and guidelines for using these funds.

Goal

The learner will become familiar with the various sources of funding for vocational education at federal, state, and local levels. In addition, an awareness of budgetary management and accounting procedures will be developed, as well as an awareness of the procedures for obtaining and using available funds for regular secondary vocational programs.

Objectives

Specifically, the learner will:

2.1 Demonstrate an understanding of the state/local partnership in providing public education.

- 2.11 Describe the two sources of revenue for the Texas Foundation School Program.
- 2.12 Identify the four major uses of funds from the Foundation School Program.
- 2.13 Identify the primary source of local funds for education.
- 2.14 Identify the primary uses of local funds for education.
- 2.15 List three general requirements for using federal funds for educational programs.

2.2 Demonstrate an understanding of the relationship of federal money to vocational education.

- 2.21 Explain how federal funds are channeled to local districts.
- 2.22 Explain the "matching funds" principle.
- 2.23 Explain the term "seed money."
- 2.24 Explain how the national ratio of state/local dollars to federal dollars has changed since 1965.
- 2.25 Explain how the ratio of state/local dollars to federal dollars in Texas has changed since 1968.
- 2.26 Analyze the effects of the 1976 Education Amendments on estimated vocational education budgets in Texas after 1978.

2.3 Analyze the functions of the educational budget and financial accounting procedures relevant to vocational education.

- 2.31 Describe the concept of an operating budget and its uses.
- 2.32 Describe the concept of a capital budget.
- 2.33 Explain the importance of staff participation in budget planning.
- 2.34 Name the publication used for financial reporting and accounting by most public school systems in Texas.

2.4 Demonstrate an understanding of the uses of funds available through the Texas Education Agency for regular secondary vocational education programs.

- 2.41 Identify the allocation source(s) for salaries of secondary vocational teachers.
- 2.42 Describe the school administrator's responsibilities with regard to the travel of vocational personnel to include procedures for obtaining reimbursement of travel funds.
- 2.43 Explain the procedures for obtaining funds in vocational instructional equipment.

2.44 Explain the intended purpose of the $400 allocation per vocational teacher unit.

2.45 Describe the relationship of the $400 allocation per vocational teacher unit to the amount a district receives from the Foundation School Program.

Suggested Instructional Activities

1. Invite a local vocational administrator to discuss with the class topics related to fiscal management of vocational education programs. Topics might include the following:

- fiscal constraints on the vocational program,
- effects of federal funding on vocational programs,
- defending the vocational budget,
- getting support for the vocational budget from the community, the school board, and the school patrons,
- working with Texas Education Agency officials in securing vocational funds,
- writing proposals for special vocational programs and services.

2. Divide the class into groups and assign topics for reports. Reports should be supported with handouts, transparencies, and other audiovisual material when practical. Topics might include:

- sources of funding for vocational education,
- budgeting for vocational programs,
- procedures for obtaining reimbursement of approved vocational expenditures,
- guidelines for administering vocational funds,
- Bulletin 679 and its relationship to the management of vocational funds.

3. Use the supplemental Learner Activities in the Resource Section to augment class lectures and discussions. Use them for individual or group problem-solving.

Definition of Terms

The following terms are defined as they are used in this unit:

- Foundation School Program is the vehicle established in 1949 by the Gilmer-Aikin Law to combine state and local funds into a single support system for public education. The Foundation School Program draws money from the Available School Fund and the Foundation Program Fund.
- Available School Fund refers to income from school land investments, motor fuel, alcohol, and other designated taxes which are used for public education in Texas. It was established by the Texas Constitution.
- Foundation Program Fund is the money for public education in Texas which is generated by the General Revenue Fund, the Omnibus Tax Clearance Fund, and certain other taxes.
- Budget Balanced refers to a district in which its pro-rata share of the Foundation Program Fund plus the money it receives automatically for each student from the Available School Fund add up to more than the total cost of the Foundation School Program. The district still receives its per student allocation from the Available School Fund but would receive no money from Foundation Program Fund.
- Matching Funds Principle refers to the principle whereby every dollar of federal funds expended for vocational education is "matched" by at least one dollar of state/local funds expended on a statewide basis.
- Seed Money is the sum of money from one source (often federal) which must be "matched" by an equivalent or greater sum from another source (often the state) in order to initiate the development and implementation of a program or to encourage its growth.

- State Board refers to the State Board of Education whose membership also comprises the State Board for Vocational Education.
- State Plan is the Texas State Plan for Vocational Education.
- Operating Budget refers to the annual budget paid for from current tax and appropriation sources which have to be renewed each year.
- Capital Budget refers to the budget which is reflective of long-range program planning. Funds are usually secured from long-term bond issues.
- Bulletin 679 is the Financial Accounting Manual developed by the Texas Education Agency. It presents a procedure of financial report and accounting which is closely related to PPBS (Programming, Planning Budgeting System) and is used by many local school districts in Texas.
- Vocational Unit refers to a vocational education teacher, supervisor, or administrator.

PART II

RESOURCE READINGS
REFERENCES

THE TEXAS FOUNDATION SCHOOL PROGRAM: STATE-LOCAL PARTNERSHIP

The following policy statement from Senate Bill 1 sets the pattern for both the state operation and financial support of the public school system under the Texas Education Code:

> It is the policy of the State of Texas that the provision of public education is a state responsibility and that a thorough and efficient system be provided and substantially financed through state renewal sources so that each child shall have the opportunity to develop to his/her full potential. It is further the policy of this state that the value assigned to each school district for the purpose of determining the district's local share of its guaranteed entitlement under the Foundation School Program shall be equitably determined, notwithstanding the various types of wealth within each district, so that no class of property is unfairly treated.

State Share

In Texas, the state fulfills its constitutional responsiblity for public education through the Foundation School Program. This program, enacted under the Gilmer-Aikin Laws of 1949, provides the vehicle for combining state and local funds into a single support system. Most state funds destined for individual districts flow through the Foundation School Program pipeline.

Funds are allocated to the schools under formulas established by state law or the State Board of Education. Through these formulas, the state provides money for professional personnel and teacher aides, transportation services, maintenance and operation of buildings, and some categorical programs such as special, vocational, and compensatory education.

The Foundation School Program draws its money from two sources: The Available School Fund and the Foundation Program Fund.

The Available School Fund, established by the Texas Constitution, is distributed according to the number of children attending public school in each district during the prior school year. Income from school land investments and motor fuel and alcohol and certain other designated taxes are placed in the

Available School Fund each year.

The Foundation Program Fund is supported by the General Revenue Fund, the Omnibus Tax Clearance Fund, and certain other dedicated taxes.

Local Share

Each school district's share of this local-state partnership is determined by the market value of its taxable property. This share, known as the Local Fund Assignment, had been determined by a variety of factors before 1975-1976. In 1975, however, it was replaced by a single factor market value index.

Senate Bill 1 established a new index of property values which assigns to each district its share of the Foundation School Program costs. This share is based on either the "full market value" or the "agricultural use value" of the district's taxable property.

In other words, the district's Local Fund Assignment is now based on the lesser of the two value estimates. The district must choose between 18 cents per $100 of the estimated market value, or 20.5 cents per $100 of the estimated value of nonagricultural property plus the estimated productive value of agricultural land.

Reduction in the local share of the Foundation School Program, combined with the increase in state aid, is designed to stabilize or reduce local school property taxes. However, Senate Bill 1 also includes three "save harmless" provisions:

(1) No district's share of the Foundation School Program may increase more than 25 percent each year of the biennium.

(2) State aid for the next two years will be at least as much per student as in 1976-77, plus the teacher salary schedule increase.

(3) All districts will receive at least the same number of special

education personnel for the 1977-78 school year as they had in the 1976-77 school year. Beginning with the 1978-79 school year, a new funding formula will be used which is based on the percentage of the average daily attendance served as handicapped.

The new legislation also includes three special subsidies:

(1) It provides additional personnel units for all districts with under 1,000 students in average daily attendance, both sparse (at least 300 square miles in area) and non-sparse districts.

(2) It makes available to the Commissioner of Education 200 additional personnel units and authorizes allocation of these units to districts which otherwise might not meet accreditation standards.

(3) Students transferred from districts not offering a full 12-grade program may be counted in the sending districts' average daily attendance in qualifying for state equalization aid.

Public School Funding: State-Local-Federal Matrix

Three different funding sources combine to support the Texas public school system. Each plays its own special fiscal role within a system that still places primary emphasis on local political or program control. These three efforts are discussed in the following sections.

State Funding

The Foundation School Program provides the major vehicle for state funding of the public school system. However, it does not carry the full load.

In 1975-76, for example, Texas school districts spent some $3.7 billion to provide teaching, facilities, and materials for nearly 2.9 million students. The Foundation School Program portion of this annual bill totaled more than $2 billion or about 54 percent of the total. This Foundation School

Program contribution included $1.6 billion in state funds plus slightly more than $409 million in local funds. Additional funds from other state sources paid for textbooks, special schools, and other efforts.

The cost of the Foundation School Program for each district is based on four major components: personnel salaries; maintenance and operations allowance; transportation allowance; and categorical programs such as driver education, compensatory education, and bilingual education. The Foundation School Program cost is shared jointly by the state and local school districts.

Under Senate Bill 1, the state-local share of the Foundation School Program is expected to change from the 77 percent state and 23 percent local money in 1976-77 to about 85 percent state and 15 percent local in 1977-78. It should be pointed out, however, that these ratios are estimated on a statewide basis and may vary considerably from district to district.

One district's pro-rata share of the Foundation Program Fund, plus the money it receives automatically for each student from the Available School Fund, may add up to more than the total cost of the Foundation School Program. This district would be considered "budget balanced" and would receive no money from the Foundation Program Fund. However, it would still receive its per student allocation from the Available School Fund.

Local Funding

Money generated locally by ad valorem taxes basically pays for school buildings and equipment. It may also, however, support enrichment of the Foundation School Program through additional personnel, increases in salaries beyond the state required minimum, and expansion of academic or other programs.

Federal Funding

Federal dollars provide a quite different dimension to the overall funding pattern. In most cases they act as a financial stimulant for programs which meet highly specialized needs. In 1975-76, they represented about 11 percent of the total revenue needed to finance Texas public schools.

In general, federal aid is administered by the Texas Education Agency. However, direct allocations may be made to school districts under programs concerned with desegregation and in line with efforts to aid schools heavily impacted by children of military personnel or other federal employees. This assistance may be used to finance school maintenance, operation, and even the construction of new buildings.

General Requirements for Using Federal Funds. Legal requirements of the various federal funds are defined within each of the congressional acts creating the funds. In addition, regulations and policies are formulated by both state and federal agencies to further guide the users of the funds. A comprehensive list of all the legal requirements, regulations and policies of the various federal funds is beyond the scope of this document, however.

To obtain information regarding the regulation of federal programs, reference should be made to:

- State plans for the various programs
- Regulations of the U.S. Commissioner of Education
- Legislation which established the programs
- Federal Registers.

Generally the following requirements are inherent in Federal Programs:

- Each revenue source requires separate and identifiable accounting records.
- Federal acts providing revenues contain a uniform provision that such revenues will not be commingled with other State and Federal funds so as to lose their identity to a particular granting Act.
- Revenue from federal sources may not be used to reduce or supplant program effort by the local education agency.

- Programs operated by school districts and education service centers through the Consolidated Application for State and Federal Assistance must be accounted for and audited in accordance with Procedure No. CAP-800-899.
- Local and State revenues used to match federal expenditures also require separate identification and accountability.

The divisions of the Texas Education Agency which administer the programs will assist the local education agencies in obtaining information regarding the federal programs.

24

FUNDING FOR VOCATIONAL EDUCATION

Sources

Since many students never get to college, educating young people for employment costs society less in the long run than educating them for higher education. The federal government spends nearly four dollars in remedial labor programs for every one dollar it spends in preventive vocational programs. Because it costs more in the short run in facilities and equipment to prepare students for immediate employment than to prepare them for college, vocational education usually does not receive adequate support.

Vocational programs share in the state money which is appropriated for general school support. Appropriations are also made by Congress under the Education Amendments of 1976. Local programs can secure support under these laws, providing that the program, or segments of it, can qualify under the terms of these laws and under the legal and administrative policies of the state where the program is located.

Federal funds are seldom available directly to local education programs. They are ordinarily channeled by the federal government through the state government to the local districts. Therefore, the administrator must be informed and up-to-date on all state policies relating to such funds. Federal aid to vocational education dates back to 1862 when federal property was set aside for land grant colleges. Various other forms of federal financial support have followed, including grants, loans, special programs and institutions, and funding of services through contracts. (For a discussion of landmark federal legislation affecting vocational education, see Unit One.)

States also contribute significantly to the support of vocational education. The states have recognized their responsibility for educational leadership and for guaranteeing all citizens the opportunity for maximum educational development and economic efficiency. States and local school districts have also been encouraged to provide additional financial support to vocational education by a continually increasing level of federal "seed money" and the "matching funds principle." This had led to increased state control, coordination, and financial support of vocational education. The growth of state-level support from 1965 to 1973 is illustrated in Figure 1, page 17.

To a greater extent in vocational education than in some other areas, the administrator can augment his budget with loans or gifts of equipment and grants from private industry or business. At times some types of instructional materials may also be available from industrial surplus. In addition surplus equipment and consumable materials of many kinds can be secured free, or at little cost, from various governmental agencies. The school administrator should be aware of all these sources and use them when they can help the vocational program.

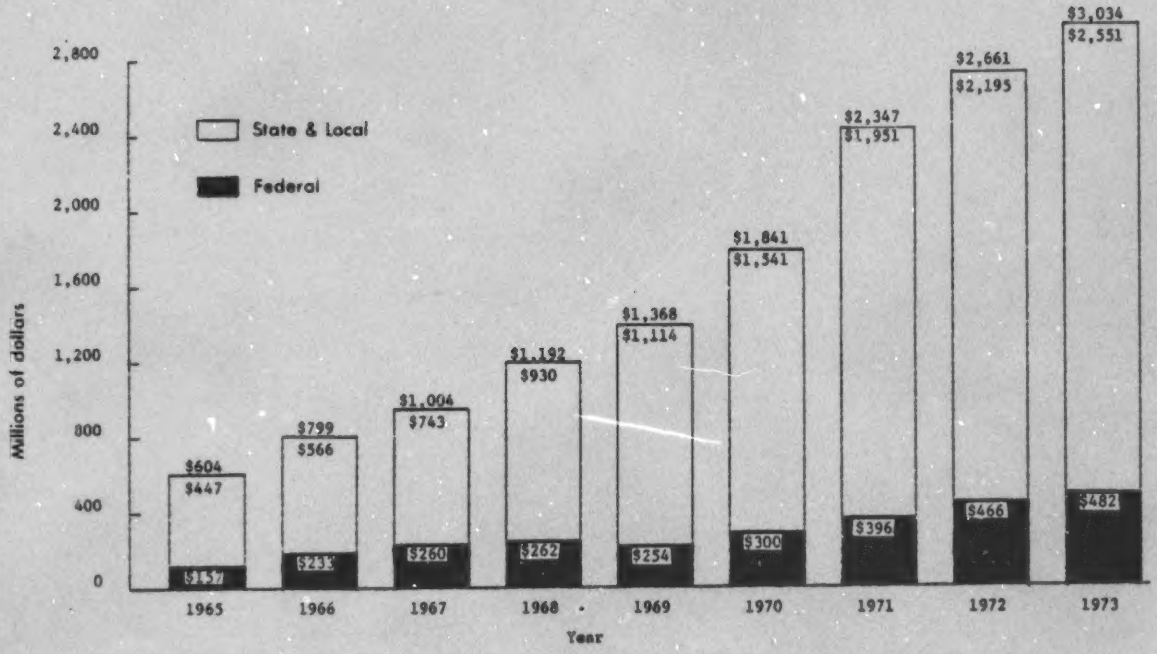
Use of Funds for Vocational Education in Texas

Federal legislation requires that federal funds used for vocational programs be matched with state and local contributions. Assurances identified in the Texas State Plan for Vocational Education has insured that for every federal dollar expended for vocational education programs, services, and activities under Subparts 2 and 3 of the 1976 Education Amendments, at least one state/local dollar will be expended on a statewide basis. Every program or activity supported in whole or in part by state and local funds used to match federal funds must meet the same conditions and requirements as those programs or activities supported by federal funds. By law, exemplary programs and Special Programs for the Disadvantaged (Subpart 4) require no matching funds.

Figure 1

EXPENDITURES FOR VOCATIONAL EDUCATION BY SOURCE OF FUNDS

(National Figures)



Expenditures for Vocational Education by Source of Funds
(National Figures)

Source: Annual Reports, Division of Vocational and Technical Education, U.S. Office of Education, 1965-1973.

Table 1, page 19, illustrates the federal and state/local dollars obligated for vocational education from fiscal year (FY) 1963 through 1975. Also included in this table is the ratio of federal to state/local funds expended for vocational education during this time frame.

Since FY 1968, there has been a gradual trend in Texas to use a greater proportion of vocational money from state/local sources than from the federal government. In FY 1975, the ratio of state/local money to federal was 5.66 to 1. Over the 13 years illustrated in Table 1, the average ratio of state/local to federal dollars is almost 4 to 1.

Vocational Education in Texas Under the 1976 Education Amendments

The block grant available to the state for vocational education under the 1976 Education Amendments is divided into two subparts: Subpart 2 - Basic Grant (80 percent) and Subpart 3 - Program Improvement and Supportive Services (20 percent).

The following set aside proportions must be reflected in funds received by the state for these two subparts:

- programs and services for the handicapped (10 percent),
- programs and services for the disadvantaged (20 percent),
- postsecondary programs (15 percent).

Funds from the Basic Grant (Subpart 2) are used in Texas for the following programs and services:

- regular secondary vocational education,
- postsecondary education,
- programs for the disadvantaged,
- programs for the handicapped,
- adult education,
- work-study programs,

2

Table 1

FUNDS OBLIGATED FOR VOCATIONAL EDUCATION IN TEXAS
1963-1975

Fiscal Year	Federal	State/Local	Total	Ratio State/Local to Federal Dollars
1962-63	$ 2,249,820	$ 22,928,541	$ 25,178,361	$ 10.19:1
1963-64	2,636,196	24,278,305	26,914,501	9.20:1
* 1964-65	9,033,178	32,277,902	41,311,080	3.57:1
1965-66	14,105,092	40,568,758	54,673,850	2.87:1
1966-67	15,824,048	41,363,447	57,187,495	2.61:1
1967-68	15,738,533	41,413,104	57,151,637	2.63:1
1968-69	15,296,068	48,183,734	63,479,802	3.15:1
** 1969-70	19,458,139	61,481,706	80,939,845	3.16:1
1970-71	20,980,590	85,464,881	106,445,471	4.07:1
1971-72	26,193,555	104,047,046	130,240,601	3.97:1
1972-73	33,487,600	117,170,052	150,657,652	3.49:1
1973-74	32,170,386	150,163,064	182,333,450	4.67:1
1974-75	32,343,000	182,928,000	215,267,000	5.66:1
Totals	$239,516,205	$952,268,540	$1,191,780,745	3.98:1

*First impact of funds from Vocational Education Act of 1963

**First impact of funds from Vocational Education Amendments of 1968

NOTE: In 1971-72, ranked 20th nationwide in the ratio of state/local to federal dollars. (Project Baseline, Northern Arizona University)

SOURCES: From annual vocational education reports published by Department of Occupational Education and Technology, Texas Education Agency.

- energy programs,
- support personnel for overcoming sex bias,
- vocational industrial arts education,
- support services for women,
- day care services for students with children,
- programs and services for displaced homemakers, and
- supervision and administration.

Funds for Program Improvement and Support Services (Subpart 3) are used for the following:

- research,
- exemplary programs,
- curriculum,
- guidance and placement services,
- inservice training,
- sex bias,
- planning and evaluation,
- supervision and administration.

In addition to the subparts described above, separate authorizations were made under the new law for Subpart 4 - Special Programs for the Disadvantaged and Subpart 5 - Consumer and Homemaking Education. The State Board for Vocational Education has assured that any federal funds which are available under the 1976 Education Amendments will not be commingled with state or local funds. Accounting methods have been established to assure that each expenditure of federal funds can be separately identified as such.

Applying for Vocational Programs and Services

The Texas State Plan for Vocational Education describes the procedures for submitting applications or proposals to conduct vocational education programs, services, research, and other activities. To receive approval and subsequent funding of regular secondary vocational education programs, local districts must submit an annual application to the Department of Occupational Education and Technology (DOET) in accordance with procedures established by the State Board for Vocational Education. Applications must be on forms developed by the DOET. This application process will be discussed in detail in another unit.

To receive approval and subsequent funding for other programs and services, the local administrator should consult the State Plan for the proposal format. Supplementary guides should be requested from the division directors of the programs for which approval and funding are sought. These directors are in the Department of Occupational Education and Technology at the Texas Education Agency.

Allocation of Funds to Local Education Agencies

The State Board for Vocational Education allocates funds as prescribed by the 1976 Education Amendments for disadvantaged persons, postsecondary vocational education, handicapped persons, consumer and homemaking education, and within the state matching requirements. Annual applications for funds are approved on the basis of the following criteria which are weighted as indicated:

1.	Economically depressed areas and areas with high rates of unemployment,	0-5
2.	Programs new to the area to be served that are designed to meet new and emerging manpower needs and job opportunities,	0-5
3.	Demographic and economic needs of the community, area, and state,	0-3
4.	Relative ability of the eligible recipient to provide resources,	0-3
5.	The relative number of low-income families or individuals within the service area,	0-3
6.	Manpower needs and job opportunities, as determined by information received from the best available sources,	0-3

7. Student needs, as determined by student interest and ability to benefit from instruction, 0-3

8. Community interest, as indicated through surveys of representative groups of business people and advisory committee members, 0-3

9. The expressed interest and desire of the eligible recipient for meeting the vocational education needs of its clientele, 0-3

10. Physical facilities, both existing and projected, that will be available, and 0-3

11. Follow-up indicates need for continuation and expansion. 0-3

Total 0-37

When an application from a local education agency has been approved, the program requested is eligible for funding. Priority is given to the applications of local education agencies whose defined area of service is comprised of a high percentage of low-income families. When priority has been determined, funds are distributed to the local districts for approved programs on the basis of their established "relative ability to provide resources."

In allocating federal funds, the State Board determines the relative ability of local education agencies to provide the resources necessary to meet the educational needs of the community or area, particularly in economically depressed areas. By state law, any local education agency or tax district which is able to support its local fund assignment and maintain an accredited institution is considered to have the ability to pay its relative share of the educational costs of the state. No local education agency, postsecondary education institution, or other eligible recipient which is making a reasonable tax effort can be denied funds for the establishment of new vocational education programs solely because it is unable to pay the nonfederal share of the cost of such programs.

Use of Funds for Secondary Vocational Education Programs

To support regular secondary vocational education programs, federal and state funds are available through the Texas Education Agency (TEA) for the following:

- salaries of vocational teachers,
- travel of vocational teachers,
- instructional equipment used in preparing students for gainful employment, and
- instructional improvement and operating costs.

Each of these categories is discussed briefly in the following paragraphs. Procedures for obtaining and administering funds for travel, instructional equipment, and instructional improvement are detailed in later sections of the unit.

Salaries. Teacher salaries for approved secondary vocational education programs are allocated from the Foundation School Program Fund and/or by Special Allocations. Teachers who are on contract and who are paid from federal funds are not included in computing the district's pupil-teacher ratio.

Travel. Maximum annual travel allocations for vocational teacher units vary within and among vocational program areas (homemaking, distributive education, etc.). Local administrators need to be familiar with these variations and other travel regulations contained in the Texas Education Agency publication entitled, "Guide for the Administration of Travel of Vocational Personnel in Public Schools."

Instructional Equipment. New programs designed to prepare secondary students for gainful employment are eligible for reimbursement for basic instructional equipment provided that funds are available. In contrast, old programs (those that were initiated prior to the current year) must maintain the instruction equipment and supplies from local funds in order to receive agency approval of programs. One request for approval of reimbursable instructional equipment may be submitted for consideration prior to the beginning of the school year. Funds may be requested through procedures prescribed by the Texas Education Agency.

Instructional Improvement and Operating Costs. Districts must include their vocational teacher units in determining the total operating cost of their school program. In addition to the amount allotted in the local operating budget for the district's vocational program, the Texas Legislature has allocated $400 for each vocational teacher unit. This additional money must be used for the direct benefit and improvement of the vocational course or classes to which the vocational teacher unit is assigned. This money can only be used for expenditures in certain approved categories which include (1) instructional materials, (2) teaching supplies, (3) technical library, and (4) minor instructional equipment. This money is available through the Texas Education Agency and is intended to supplement local funds--not supplant them.

Summary. The local administrator is responsible for administering funds which are available from the Texas Education Agency for operating the vocational program in his/her district. In addition to regular maintenance and operation funds from the Foundation School Program, funds are available to approved secondary vocational programs for travel, instructional equipment, and operating costs. Procedures for securing and administering these funds are included in this unit.

FISCAL MANAGEMENT

Fiscal management includes activities such as budget making, procuring and handling funds, purchasing or expending funds, controlling inventories, accounting, auditing, financial reporting, analyzing costs, maintaining property records, and insuring against unexpected financial losses. The budget is at the heart of fiscal management in that it is the fiscal interpretation of the educational program. This means that reducing the proposed expenditures or cutting them out entirely has more than monetary significance. Acts such as these affect the quality and quantity of educational services available in the district.

There are six major steps in the budgetary process. These are as follows:

1. Preparation by the administrative and instructional staff;
2. Presentation to the board of education;
3. Adoption and authorization by the board of education;
4. Administration by the superintendent and the administrative staff;
5. Execution by the superintendent and the administrative staff;
6. Appraisal by the board of education and the superintendent.

Responsibility for preparation of the vocational budget rests with the superintendent or the administrator who is in charge of the vocational program. The three major phases in budget preparation are as follows:

1. Determination of the vocational program;
2. Estimation of expenditures necessary to conduct the program;
3. Estimation of revenues anticipated from local, state, and/or federal sources.

The budget is a general financial plan based on educational goals. Justification of anticipated expenditures is based on the desired educational program. It contains a balanced statement of estimated revenues and estimated expenditures.

Preparing the Education Budget

A school district's budget is generally divided into two parts--the current operating budget and the capital budget. The operating budget is usually set up on an annual basis, and is paid for from current tax and appropriation sources which have to be renewed each year. The capital budget finances long-term capital needs, such as land acquisition, building construction and equipment. Local and state funds for major capital expenditures are usually secured from long-term bond issues. However, states may channel into local capital projects certain state and federal funds which are appropriated annually. Both current operating funds and capital funds must be spent and accounted for in ways which conform to the accounting requirements of federal, state, and local laws. The vocational administrator must be well acquainted with these requirements.

The Operating Budget. Sources of revenues for the operating budget as well as authorized expenditures will vary with each local program. Likewise, the vocational budget will have to conform to local practice. Some typical items of expenditure, found in most educational budgets, can be identified, however, and include the following:

- salaries of professional personnel
- salaries of other personnel
- consumable supplies, instructional
- consumable supplies, noninstructional
- plant operation--rent, heat, light, power, cleaning, and maintenance repairs
- travel of staff
- pupil transportation
- rental of equipment

- rental of space
- repairs to plant and equipment
- replacement of equipment
- textbooks and library books
- printing
- office expense--supplies, postage, telephone
- contingency fund
- fixed charges, including all fringe benefits for staff and cost of amortizing capital bond issues.

A budget is actually a blueprint of the program stated in financial terms and must reflect the goals and aspirations of the vocational administrator and his/her staff. Within the framework of local requirements, the budget can be projected and planned. From the sources previously discussed, the revenue side of the budget can be estimated. Projected revenues and expenditures must balance.

The Capital Budget. The capital budget, to a large extent, reflects the long-range aspect of program planning. It calls for the most careful planning, and the employment of every useful device for forecasting the size and nature of the program's future development.

Items usually included in a capital budget are these:

- acquisition of land
- architect fees
- construction of buildings
- major additions and/or remodeling to buildings
- purchase and installation of equipment.

Staff Participation. It is a mistake for the administrator to treat the budget-making process as a purely administrative responsibility in which the staff is advised only of the amounts available to individual members for their program needs. It is also a mistake for the administrator to manipulate the budget in ways which reflect his/her own program priorities with little or no consultation with the rest of the staff. Since finance has such an important impact upon educational outcomes, budget-making and financial management require careful professional decision making. If the administrator expects the staff to perform professionally, he/she must share with them the important professional decisions, and this includes participation in the financial planning.

The administrator will usually be required to submit the vocational budget requests to his/her superior officer and/or to the members of the governing board responsible for the program. He/she will often find it necessary to defend the proposed expenditures in relation to other important, but nonvocational areas of educational need. He/she will therefore have to be very well prepared to translate the amounts requested into projected program outcomes, so that they can be readily understood by superiors.

Oftentimes, the budget requests from the various divisions of the school or school system total more than the board or community believes it can afford. All segments of the budget, including the vocational, are then required to accept reductions or adjustments in order to develop an acceptable budget. When this occurs, the administrator should fully inform his/her vocational staff of the reasons for the reductions and the amounts finally approved. Each staff member must be aware of the amount of the money available for the budgetary year to conduct the activities for which he/she is responsible. The administrator can then plan intelligently and behave responsibly with respect to expenditures. Should any further adjustments be necessary during the course of the year, they should be made only after consultation with the staff members who are affected.

BUDGETARY MANAGEMENT AND CONTROL

All school administrators must strictly observe the accounting and auditing procedures which assure that the expenditure of funds is in accord with accepted and approved practices. The administrator in charge of vocational education is no exception to this role. He/she has to understand clearly the accounting and control provisions which are in force in the local educational program and follow them carefully in handling the financial aspects of the program. Those responsible for the business management of the schools can be relied upon to develop procedures which will conform to sound principles of accounting and general control.

Regardless of who may be involved in the expenditure of vocational funds, the administrator is responsible for the process. He/she must therefore insure that he/she has adequate management information and fiscal controls. One way to assure this control is to require that all requisitions and other authorizations for expenditures be reviewed and signed by him/her. If the program is so large that this becomes unduly time-consuming, this authority may be delegated to a dependable staff member with the understanding that the administrator will be informed of the approvals authorized and notified of any unusual expenditures.

The administrator should expect to receive a monthly statement of expenditures and balances in all accounts involving the vocational program from the chief fiscal officer of the school or school system. In turn he/she should see to it that all members of the vocational staff receive a monthly statement relative to the accounts which affect their program areas. In this way, all will feel that they are sharing in this important aspect of program operation; and they can plan their activities with confidence and good judgement.

Another detail of good financial planning and control is the cost analysis of various parts of the vocational program. This can be done by the accounting division of the school business office. Its purpose is not to make unfavorable comparisons between the costs of various vocational programs, because there are valid reasons why some courses involve higher costs than others. Rather, it provides the staff with data which can be very useful in overall planning and decision making in securing the best quality education from the total funds available.

Financial Accounting--Bulletin 679

Bulletin 679, the Financial Accounting Manual developed by the Texas Education Agency, presents a procedure of financial reporting and accounting which is closely related to PPBS (Planning, Programming, Budgeting System). The ultimate goal is a plan for the more efficient management of educational information, especially in the area of financial planning, programming, and budgeting.

During the past several years the local education agencies of Texas handled the fiscal accounting according to the Texas Education Agency Bulletin 613. Bulletin 613 presents an accounting system which is oriented to the accountant's or auditor's point of view. It is very limited in providing a cost-effectiveness capability.

The Texas Education Agency's Bulletin 679 is educator-oriented in contrast to Bulletin 613. Bulletin 679 provides an overall account coding structure designed to serve as both an efficient account coding facility and a basic management tool. It creates a common language for use in controlling, recording, accumulating, and reporting the activities of the school district.

Today the clamor is for educational accountability. Through the development and refinement of the accounting procedures outlined in Bulletin 679 a school system can establish complete accountability for the success or failure of its educational programs. The use of modern data processing computers makes it possible to determine the exact cost of each phase of the program and to determine if the goals are being reached.

The minimum desired result from Bulletin 679 is a simplified and streamlined system for working with the financial process in public school education. The ability to report to the proper agencies and the local board of trustees by having information more readily accessible is one of the desired goals. The coding system provides for recording information in the accounting process to make interpreting and reporting an efficient process.

The school administrator is equipped with a management tool that tells him/her whether the education goals of the community are being met. The systematic approach required by Bulletin 679 provides a basis on which to build a management information system to broaden the tools which may be used in administrative decisions.

Accounting Principles and Policies

The procedure outlined in Bulletin 679 establishes certain accounting principles and policies to be implemented uniformly throughout the local education agencies of the state. Financial records must be developed and maintained in a consistent and systematic way in order to provide information and service to local school boards, superintendents, school business managers and principals, as well as to the residents and taxpayers of the community. Furthermore, the system must be responsive to many different governmental agencies, both state and federal, who need specific kinds of financial information about a school district in order to carry out their responsibilities.

These data are regularly used by higher governmental units in making comparisions and evaluations and determining eligibility for financial aid programs. Adherence to the Bulletin 679 accounting principles and policies will insure a greater degree of uniformity and consistency with a resulting increase in the value of school financial data for use by all levels of education management.

Legal Requirements

A fundamental requirement of governmental accounting is that records shall be kept in compliance with legal provisions. In general, the legal requirements permit the application of modern methods of accounting. Bulletin 679 has been designed with the statutory requirements in mind and establishes the minimum accounting system considered acceptable by the Texas Education Agency and the State Auditor.

Summary

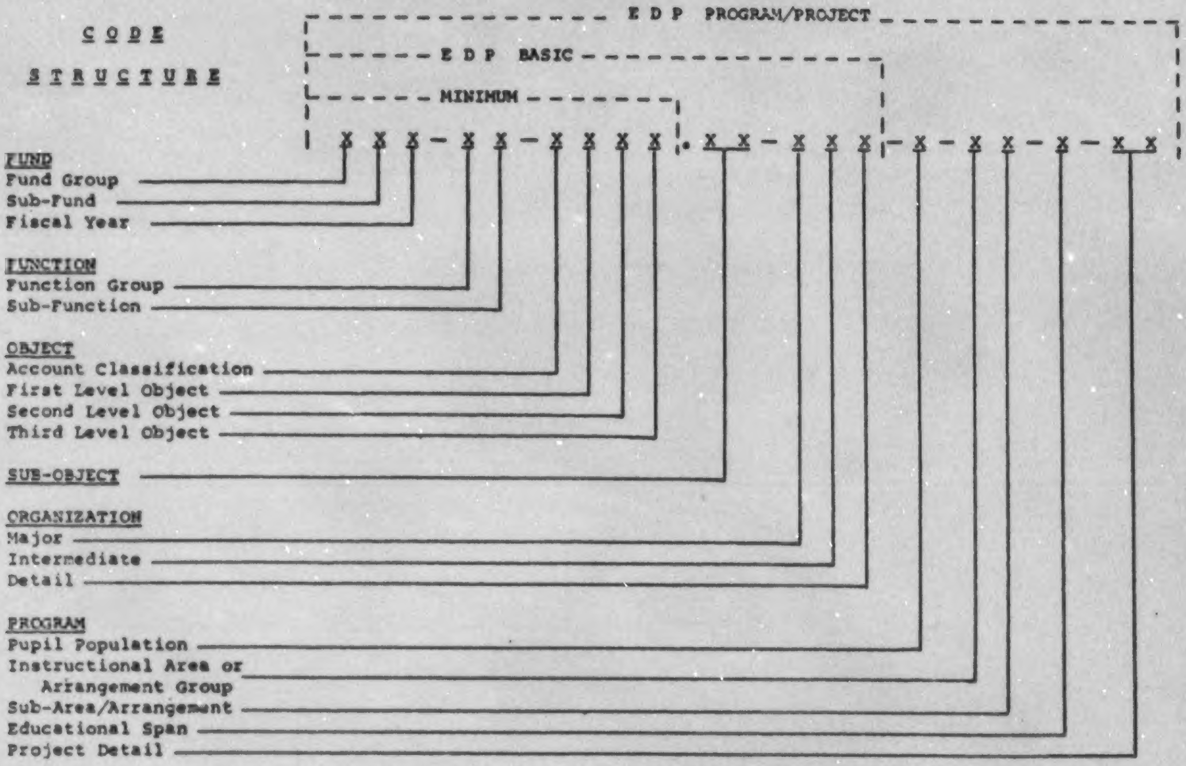
The six basic purposes of public school accounting are as follows:

1. To safeguard school-district funds from loss, theft, waste, or misuse.
2. To promote budgetary control.
3. To provide information to management that is necessary in policy formulation.
4. To provide information necessary to the public and the school board to appraise the management of the local school system.
5. To provide data required for state reports.
6. To show compliance with legal mandates (Knezevich, 1975, p. 548).

Accounting Code Overview

The minimum information required by the Texas Education Agency requires nine (9) digits. These are the Fund, Function, Account Classification, and Object Codes. Use of the Sub-object, Organization and Program codes will depend upon the size of the district and its accounting requirements.

The code ranges are illustrated below:


CODE STRUCTURE
E D P PROGRAM/PROJECT
E D P BASIC
MINIMUM
X X X - X X - X X X X . X X - X X X - X - X X - X - X X
FUND
Fund Group
Sub-Fund
Fiscal Year
FUNCTION
Function Group
Sub-Function
OBJECT
Account Classification
First Level Object
Second Level Object
Third Level Object
SUB-OBJECT
ORGANIZATION
Major
Intermediate
Detail
PROGRAM
Pupil Population
Instructional Area or Arrangement Group
Sub-Area/Arrangement
Educational Span
Project Detail

The Basic System Code Composition:

Fund Code - A 3 digit code that identifies the fund group, specific fund, and the fiscal year. The first digit refers to the fund group; the second digit specifies the fund; and the third digit of the fund code is the last digit of the appropriate fiscal year. (For example - The ESEA Title I - Regular fund for fiscal year 1972 (school year 1971/1972) will be coded 212. The first 2 indicates the Designated Purpose Fund. The 1 specifies Title I, Regular and the last 2 is fiscal year 1972).

Function Code - A 2 digit code applied to expenditures that identifies the purpose of the transaction. The first digit identifies the major service area, and the second digit refers to the specific function within the area. (For example, the function "Health Service" is coded 33. The first 3 specifies Pupil Services and the second 3 is Health.)

Account Classification Code - A 1 digit code denoting the type of account affected by a transaction. For example, the Inventory account is coded 1300. The account code 1 identifies an asset account and the 300 is the detail code that identifies Supplies and Materials. Code 6300 would indicate an expenditure account (6) for the object 300 Supplies and Materials.

Object Code - A 3 digit code identifying the object of an expenditure or a source of revenue. There are six major expenditures and three major revenue object classifications. The first of the three digits identifies the major area and the second and third digits provide further sub-classifications. (For example, money received from the Federal Government for a "Head Start" Project would be recorded in account 5914. The 5 denotes revenue (account classification); the 9 shows Federal Sources, Transfers, and Non-Revenue Receipts; the 1 is Federal; and the 4 is Head Start projects.)

Sub-Object - A 2 digit code for use if required to further breakdown an object code. For example, Object Code 6391 - General Supplies, may be further expanded to 6391.XX to identify items such as paper, pencils, workbooks, etc. The Sub-Object code may also be used in lieu of a program or project code to identify expenditures which must be reported periodically i.e., Special Education, Vocational Education, etc.

Organization Code - A 3 digit code identifying the organization affected by a transaction, (i.e., High School, Bus Barn, Superintendent's Office, etc.).

Program Code Composition:

Pupil Population Group Code - A single character alphabetical code that identifies types of students for whom programs have been specifically designed, such as limited English speaking, handicapped, etc.

Instructional Areas And/Or Arrangements Code - A 2 digit code used to designate the activities dealing directly with the teaching of students. Should the district not require detail breakouts, coding may be affected by class, i.e. code 10 for all regular basic skills; code 30 for all remedial, etc.

Educational Span Code - A single alphabetical character code that identifies programs/projects designed for groups or classes at various instructional levels, such as 9th grade, 12th grade, etc.

Project Detail Code - A 2 digit code that may be used by the district to further describe the Program, i.e. 01 might be English I; 02 is English II, etc.

When classifying a transaction such as an expenditure, answering the following questions will assist in proper application of accounting codes:

(Q) How and when is the expenditure financed?
(A) Fund Code

(Q) Why was the expenditure made?
(A) Function Code

(Q) What was purchased?
(A) Object Code

(Q) Where is the beneficiary of the expenditure located?
(A) Organization Code

(Q) Who are the students benefited?
(A) Pupil Population Group Code

(Q) What is the subject matter or differentiated instructional arrangement?
(A) Instructional Area/Arrangement Code

(Q) What instructional level is to be changed?
(A) Educational Span Code

Example:

During the 1977-78 school year, the Vocational Agriculture teacher at Brookdale High School purchased some supplies for his 11th grade agriculture class. This would be coded as follows:

FUND	FUNC.	OBJ.	SUB.	ORG.	PUPIL POP. GROUP	INST. AREA	ED. SPAN	PROJECT
328	11	6300	00	002	A	72	M	00

Fund code "32" is used for vocational education programs. The "8" is the last digit of the fiscal year. Function code "11" indicates expenditures directly related to instruction of pupils. The "6" in the object code represents the accounting classification for expenditures. The "300" in the object code is used to indicate expenditures for materials and supplies. No sub-object code was used. The organization code "002" is assigned to the hypothetical Brookdale High School. Pupil population group "A" denotes general population: students whose needs can be meet through regular school programs. Instructional area "72" is vocational agriculture. Educational Span "M" indicated the 11th grade. No local project number is used.

NOTE: No single code can give the complete transaction information required. The fund, function, account classification and object code (9 digits) combine to provide the minimum information and allow extraction of varying fiscal data for school management. For further explanation and clarification of this accounting code structure, the administrator should obtain Bulletin 679 from the business office of the local school district or from the Texas Education Agency.

Audits

Certified or public accountants holding a permit in Texas from the State Board of Public Accountancy must be employed by local education agencies to annually audit the fiscal records pertaining to an approved program and report the results of such examination on the forms prescribed by the Texas Education Agency. Through the Division of Audits, the Texas Education Agency employs auditors who annually audit accounts of local education agencies participating in vocational programs under the State Plan. Copies of these audits are available in the Texas Education Agency.

ADMINISTRATION OF TRAVEL OF VOCATIONAL PERSONNEL IN TEXAS

Responsibility for Supervision and Coordination of Vocational Personnel Travel

The following information is taken from the current "Guide for the Administration of Travel of Vocational Personnel in Public Schools." The administrator should obtain a copy of this guide from the Texas Education Agency. A sample travel report is included on page 57.

The administrator of schools, or designated vocational administrator, is responsible for the supervision and coordination of travel of vocational teachers, administrators, supervisors, and counselors employed by the school in accordance with Texas Education Agency regulations. The following are included in this responsibility:

1. Supervising, coordinating, and approving travel of authorized vocational personnel within and outside the school district for performance of educational duties necessary and directly related to the vocational education program of the school.
2. Coordinating travel to conserve energy by requiring that out-of-district travel be coordinated whenever possible. This includes the coordination of travel between two or more districts located in the same area. School-owned or chartered buses should be used in lieu of private cars whenever a sufficient number of persons are traveling to the same regional or state meeting.
3. Requiring vocational personnel to submit a monthly travel report for each calendar month in which reimbursable travel expenses are incurred. The monthly travel expense form furnished by the Texas Education Agency shall be used in preparation of travel reports, and accurate statements must be made explaining expenses paid by the traveler for which reimbursement is expected. Each report shall include day-to-day travel

identifying the persons contacted, places visited, and the nature of official business performed.

4. Verifying and approving or disapproving items of expense submitted monthly by vocational personnel, and maintaining accurate records of travel expenses paid. These records shall include:

   .. Monthly travel reports of each traveler, prepared accurately in accordance with the travel regulations furnished by the Texas Education Agency. Reports must be typed or written in ink.

   .. Receipts for transportation by public carrier. Railway and bus fares must show tax exemptions, but fares for air travel are taxed with the amount of tax included in the cost of the fare which the traveler pays and is later reimbursed.

   .. Record of bus fares paid by the employee for performance of official duties within the school district when the vocational employee prefers to use city buses to perform duties directly connected with the vocational program being conducted.

   .. Receipts of registration fees to national and regional meetings--meal functions included in registration fees are not reimbursable. Receipt must be attached to travel reports.

   The auditing staff of the Texas Education Agency will include the auditing of vocational personnel travel reimbursement as a part of the audit of school operations, records, and accounts. In cases where audit reports show schools have claimed nonreimbursable expenses, or when the records specified above have not been maintained, schools will be required to make refunds.

5. Submitting to the Texas Education Agency information and data required to secure reimbursement on vocational personnel travel in accordance with administrative procedures adopted by the State Board of Education.

General Provisions on Reimbursable Vocational Travel

Expenses are reimbursable only during the period in which vocational personnel are employed by the local educational agency each year, except:

- To participate in inservice education meetings when called by the Commissioner of Education.
- To participate in meetings of the Future Farmers of America, Future Homemakers of America, Distributive Education Clubs of America, Vocational Industrial Clubs of America, Office Education Association, Vocational Office Career Clubs of Texas, Texas Association of Health Occupations Students of America, or Vocational Opportunities Clubs of Texas, when these meetings are called by the Commissioner of Education or the National Office of Approved Youth Organizations outside the employment period of vocational personnel employed by the local school district.
- Reimbursable vocational travel for meetings incurred prior to July 1 shall be charged against the maximum amount approved for a vocational unit, for the year preceding July 1, and such travel incurred after July 1 shall be charged against the maximum amount approved for a unit for the new year.

Vocational personnel travel expense is reimbursable only for the usual expenses incurred each month by the employee and paid the employee each month by the school in accordance with these travel regulations. It is not permissible to divide the maximum reimbursable amount requested for a unit by the number of months employed each year and pay the employee monthly the amount calculated on that basis, unless this amount or more is actually reimbursable each month according to these regulations.

The maximum mileage rate reimbursable to vocational personnel for travel by personally-owned private conveyance inside and outside the school district shall be eighteen cents (18¢) per mile.

When a school bus or school-owned vehicle is used to transport vocational teachers and students to vocational youth organization activities, the school district may pool the mileage allowance for the vocational teachers sponsoring the trip to cover the operating expenses of such vehicle. Such operating expenses should not exceed the approved extracurricular activity rate established for the district for buses which have been approved by the Texas Education Agency. The school district is entitled to reimbursement of actual expenses of the school-owned vehicle up to eighteen cents (18¢) per mile per teacher or the extracurricular rate prorated among the teachers' allowances, whichever is less. (If the vehicle is not school owned, then the transportation allowance may be whatever the school district reimburses other district travelers not to exceed eighteen cents (18¢) per mile as is provided above.)

The latest official Texas Highway Map is to be used in determining reimbursable mileage between points indicated on the map. Mileage between points not indicated shall be based on the shortest practical route between the point of origin and the destination via intermediate points at which official business is conducted. This shall include the use of farm-to-market roads.

Coordination of Vocational Travel

When more than one vocational person employed by a school district participates outside the school district in the same or different meetings or workshops scheduled in the same community on the same dates, maximum reimbursement on transportation expenses incurred and paid by vocational personnel will be subject to specific conditions. These are discussed in the following paragraphs.

Mileage will be allowed on one car for each four (4) employees and for any fraction in excess of a multiple of four. The mileage rate allowable for one car can be divided between two or more employees when each of them drives a separate vehicle, provided prior approval is received from the responsible school official.

The superintendent of schools may authorize separate travel of men and women vocational personnel employed by the school when in his judgement separate travel is appropriate and necessary.

When the superintendent of schools authorizes public transportation in lieu of travel by personally-owned cars, reimbursement by the Texas Education Agency may be made on the lesser amount, either the cost of public transportation, tax exempt, or the equivalent of mileage on the number of eligible cars for the group.

Travel expenses incurred by a vocational employee who does not reside in the employing school district on the dates of a scheduled meeting shall be reimbursed the lesser amount:

- Mileage or tax exempt public transportation from the community in which the employee resided on the dates of the meeting or from the community in which the employing school is located.

Reimbursable Travel Schedules

Maximum Reimbursable Amounts for Various Units

Within funds available, foundation school districts will be reimbursed for travel expenses at a rate of 100 percent and budget balanced districts at 50 percent. Determination of whether a district is foundation or budget balanced for travel reimbursement will be based on its status the previous school year. Table 3 gives the maximum annual travel allocations by vocational unit.

Table 3

Maximum Annual Travel Allocations*

Vocational Unit	Maximum Per Unit
Production Agriculture Combination Production Agriculture and Cooperative Part-time Training Combination Production Agriculture and Preemployment Laboratory Combination Production Agriculture, Cooperative Part-time Training, and Preemployment Laboratory	$1,625
Shop and Laboratory Programs (for Agriculture, Distributive, Homemaking, Office, Health, Industrial, CVAE, and Handicapped)	550
Cooperative Part-time Training Programs (for Agriculture, Distributive, Homemaking, Office, Health, Industrial, CVAE, and VEH)	750
Combination Cooperative Part-time and Preemployment Laboratory Programs (for Agriculture, Distributive, Homemaking, Office, and Health)	750
Combination Homemaking Education and Cooperative Part-time Training	750
Homemaking - Consumer Education Combination Homemaking Education and Preemployment Laboratory	
In schools with one teacher unit	590
In schools with two teacher units	530
In schools with three to six teacher units	460
(In schools with six or more homemaking teachers, the district's allocation is to be determined by averaging expenditures for the past two years and adding a percentage to compensate for the increased per diem and mileage rates authorized by the 65th Legislature 1977. School officials will be notified of the amounts allocated to their districts as a result of the changes authorized.)	
Administrators and/or Supervisors	$900
Counselors	450
Placement Coordinators	600
Occupational Orientation (9th through 12th grade only)	375

*Updated annually

The allocation for units in each of the aforementioned categories is the same without regard to whether the unit is allocated full- or part-time for 10, 11, or 12 months. When the administration of a school district determines that travel above the maximum reimbursable amount is required to service adequately a vocational program, the additional amount required should be paid from local school funds.

Reimbursable Vocational Travel Expenses

The following travel expenses are reimbursable when authorized and approved by the administrator of schools:

Within the District:

Bus Fares. When vocational personnel prefer to use the public bus system, fares paid by the person are reimbursable for performance of duties connected with vocational education programs. An accurate record of bus fares paid must show the points of departure and arrival of each official trip and the official duties performed on each trip. These must be included in the monthly travel report.

Eligible Travel Purposes for Which Mileage Will be Reimbursed Within the District. Travel within the district will be reimbursed for the following purposes:

- To contact local groups and individuals, for the purpose of explaining and interpreting the objectives, nature, and standards of vocational education, such as
    - Civic clubs
    - Parent-teacher groups
    - Vocationally-related associations and organizations
    - Chambers of commerce
    - School organizations

54

    - Industrial and business management groups
    - Student groups
    - Representatives of news services.
- To work with local advisory committees in the following areas:
    - Reviewing and evaluating program operation and standards
    - Securing and evaluating instructional materials
    - Identifying possible areas of expansion of the program
    - Resolving special problems directly related to the operation of the program.
- To contact local groups or individuals regarding employment opportunities for students:
    - Employment offices and agencies
    - Personnel directors
    - Managers and management groups.
- To contact local businesses and industries to secure first-hand information and data on:
    - Industrial trends
    - Job requirements and employment conditions
    - New processes, machines, and materials
    - New technical information requirements.
- To contact employers of vocational graduates to secure follow-up information and data regarding:
    - Effectiveness of the training received
    - Needs for further training
    - Attitudes toward employment
    - Promotions, pay increases, achievements
    - Future plans.

- To confer with parents of students or prospective students:
    - To explain objectives of the training programs
    - To determine attitudes of parents toward vocational training
    - To review the progress of students in light of their vocational objectives
    - To discuss special problems related to the instructional program.
- To examine and select equipment, materials, and teaching supplies for the vocational programs of the school at the direction of the administrator in cases where the selection of such items regarding types, sizes, quantities, costs, and suitability for vocational instruction depends largely upon the teacher's or supervisor's experience, judgement, and knowledge of such items. Travel incurred only to "pick up" and deliver or transport equipment and supplies or any other items is not reimbursable.
- To contact local groups or individuals regarding employment opportunities of students and prospective students of vocational cooperative programs:
    - Employment offices and agencies
    - Personnel directors
    - Managers and management groups.
- To work with employers in planning programs of instruction for individual students regarding the following essentials:
    - Schedules of work experiences
    - Outline of related instruction
    - Hours of work and wages.
- To make special or routine visitations to places of employment or training of students to secure information on:

  - .. Student job progress
  - .. Student job rotation
  - .. Needs for technical instruction
  - .. Attitudes of students, employers, and employees regarding the instructional program
  - .. Employer's periodic rating of student performance
  - .. Special problems regarding employment.
- . To organize and supervise instruction in approved vocational programs for in-school youth, out-of-school youth, and adults.
- . To plan and conduct educational field trips for youth enrolled in vocational classes to strengthen the instructional program.
- . To develop and maintain local chapters of approved vocational leadership organizations.

Outside the School District:

Public Transportation (for individual only). Such costs shall be reimbursed at an amount equal to the cost of transportation. Personnel, when traveling by commercial airlines, shall travel lowest rate class if such space is available.

Railway, Airplane, or Bus Transportation. The cost of tickets paid by the traveler for official travel is reimbursable when this mode of travel is used. Tips and gratuities are not reimbursable.

Taxicab Costs are considered to be public transportation and will be reimbursed at actual cost.

Parking Charges. Only airport parking charges are allowed for reimbursement.

Drive-It-Yourself Car Rentals are considered to be public transportation and will be reimbursed at actual cost under emergency conditions only. Receipts for car rental costs shall be attached to the traveler's expense account. A detailed statement of justification for the car rental, showing places traveled and persons contacted, shall be attached to the expense account.

When several employees from the same school district participate in the same official district, regional, or state meeting of youth leadership organizations, the school, upon authorizaton of the superintendent, may employ a school-owned vehicle or chartered bus in lieu of several private cars. Reimbursement to the school district on such bus transportation will be the lesser amount of (1) the actual cost for operating expenses, or (2) the combined amount of travel for which all such participating employees would be eligible had they used private cars.

Per Diem Expenditures in the state shall be reimbursed at the rate of thirty dollars ($30.00) per day, or seven dollars and fifty cents ($7.50) for each diem period. Two hours are required in the per diem period before it can be claimed. A "paid" bill or receipt from a commercial hotel, motel, or other commercial lodging establishment must be attached to the employees' travel voucher. (Commercial lodging is defined as open to the general public.) If such a receipt is not submitted, the rate of reimbursement shall not exceed twenty-five dollars ($25.00) per day, or six dollars and twenty-five cents ($6.25) for each per diem period.

Per Diem Period is one of four six-hour periods in a calendar day, the first beginning at 12:01 midnight, the second at 6:01 a.m., the third at 12:01 noon, and the fourth at 6:01 p.m. A diagram of the per diem periods is included on page 60.

Travel of Less Than Twenty-four (24) Hours. In those instances in which the traveler's duties do not require him or her to sleep away from the designated headquarters city (less than 50 miles each way), the traveler shall be reimbursed for mileage, if eligible, and receive a partial per diem allowance for meals. The partial per diem allowance shall be at the following rates: breakfast $4.00, lunch $5.00, and dinner $6.00. In computing the partial per diem allowance, the travel period shall commence at the time the authorized person departs from the designated headquarters. In no event will the partial per diem allowance exceed fifteen dollars ($15.00) per day. The traveler, however, will have to be away from headquarters a minimum of six hours to be eligible for this partial per diem allowance. The traveler must have left his or her designated headquarters prior to 6:00 a.m. in order to claim the breakfast allowance. The traveler must have left the designated headquarters prior to 12:00 noon to claim the lunch allowance. Travelers must return to their designated headquarters after 7:00 p.m. in order to claim the dinner allowance.

Reimbursable Purposes (Out-of-District). Eligible travel for which mileage will be reimbursed is as follows:

. To participate in scheduled district, area, or state inservice workshops called by the Commissioner of Education when authorized by the local school administrator.

. To participate in any special workshop or meeting called by the Commissioner of Education when authorized by the local school administrator.

. With prior approval of the superintendent, to select equipment, materials, and projects for the vocational program of the school at the nearest supplier in cases where the selection of such items regarding types, sizes, quantities, costs, and suitability for vocational instruction depends largely upon the teacher's experience, judgment, and knowledge of such items.

- When accompanied by students to attend shows, fairs, and contests when participation is determined by local administrative policy to be necessary in carrying out the activities of the local vocational program.
- To participate in district, area, or state meetings of vocational youth groups when called by the Commissioner of Education, with prior approval of the superintendent.
- To participate in meetings of significance to the vocational education program of the school which are conducted on a county or districtwide basis or called or sponsored by the education service center. Prior approval must be granted by the Associate Commissioner for Occupational Education and Technology.

For an out-of-district activity listed above, the claimant will be reimbursed for only one round trip per day from temporary headquarters to the activity. Where out-of-district travel at reasonable distances involving routine purposes for which in-district travel is normally approved, prior written approval by the superintendent will not be necessary. In these cases, the in-district travel will apply.

Out-of-State Travel:

Reimbursable Travel Purposes. Vocational education personnel travel out of the state is eligible for reimbursement when prior written approval of the Commissioner of Education or the Associate Commissioner for Occupational Education and Technology has been secured and when the travel is for one of the following purposes:

- To attend regional and national meetings of approved vocational youth leadership organizations called by the National Office of Approved Youth Organizations when participation in these events is determined by local administrative policy to be necessary in connection with the vocational program. Travel expenses for the vocational sponsor are reimbursable only when accompanied by members of the respective youth organization at the minimum ratio of one vocational sponsor to four students.

- For vocational administrators, counselors, supervisors, and other nonteaching personnel to attend regional and national education conferences called by the U.S. Office of Education when participation in such conferences is determined by local administrative policy to be necessary in connection with the local vocational program.

Exception. Where out-of-state travel at reasonable distances involving routine purposes for which out-of-district travel is normally approved, prior written approval by the Commissioner of Education or the Associate Commissioner will not be necessary. In these cases, the in-state travel rates will apply.

Reimbursement Rate Out-of-State is the actual cost of meals and lodging, not to exceed a daily limitation of $40.00. This amount is not to be considered an "allowance" but a maximum reimbursement permitted by current legislation. The traveler must have actually incurred the expenses claimed and the actual amounts expended each day for meals and the amount for lodging should be shown even though the daily total exceeds $40.00. In the event the daily total exceeds the maximum amount, it will be reduced to $40.00. Receipts for commercial lodging must be attached to the traveler's claim. Per diem travel allowances for national and regional meetings cover only meals and lodging but do not cover all expenses that the traveler may incur, such as tips and gratuities. Meal functions included in registration fee are not reimbursable. Receipt for registration fee must be attached to travel report.

Nonreimbursable Travel Purposes:

The following travel purposes are not reimbursable:

- Travel from the home of the employee to school or place of offical business and travel back to the employee's home.
- Travel incurred during an employee's vacation period, except to participate in meetings called by the Commissioner of Education.
- Travel to participate in meetings of professional, civic, or social associations.
- Travel to association meetings such as Texas State Teacher Assocation, Supervisors Association, Counselors Association, etc.
- Travel of vocational students incurred in making field trips; attending local, district, area, state, or national youth leadership development meetings and contests; or travel for other purposes is not reimbursable and should be borne locally by the school, students, parents of students, the treasury of the local youth leadership development organization, local groups or individuals, or any combination of these sources. (This does not preclude transportation of students in a vehicle operated by a vocational employee when the employee is performing travel duties eligible for reimbursement in accordance with these regulations, including provisions relating to coordination of travel.)
- Travel not elsewhere described as a reimbursable purpose.

Provisions for Readjustments in Maximum Reimbursable Amounts Within Funds Available

With the allocation or reallocation of vocational units, a school district is allocated a total amount of travel funds for all its vocational education personnel, based upon the maximum amounts given in the table Maximum Per Unit, page 43. With the emphasis on energy conservation and budgetary constraints, consideration will be given to requests received from superintendents of schools for additional travel allotments when supported by adequate justification subject to the following priorities:

- Personnel who travel out-of-state to represent Texas at regional or national meetings at the invitation of the Commissioner of Education may be authorized additional travel funds above the maximum per unit allocation not to exceed actual approvable expenses.
- Personnel who travel long distances out-of-district to attend Agency called meetings and other approved activities may be authorized additional travel funds above the maximum per unit allocation not to exceed $400.00 per year.
- In extreme hardship cases, personnel who travel long distances out-of-district to attend agency called meetings and other approved activities may be given consideration for additional travel funds.

All requests for funds shall be adequately described and justified in writing to the Director, Division of Secondary Programs, Occupational Education and Technology. The written request from the school administrator must be accompanied by prior monthly travel reports and evidence that the school administrator responsible authorized the trip of the personnel for whom additional travel is requested.

A maximum of two (2) requests from each district for additions to and/or transfers of vocational travel funds will be processed each year. The deadline date is May 1. Requests received after that date cannot be processed. With this limitation in mind, schools should project their total travel needs for the remainder of the current school year as soon as possible.

Provisions are made for the transfer of funds allocated to personnel assigned to approved vocational units within the following categories:

- Agriculture, Distributive, Industrial, Health, Office, Occupational Orientation (9 through 12)
- Coordinated Vocational-Academic Education
- Handicapped
- Counselors--Placement Coordinators
- Supervisor and Administrator.

Transfer of allocated funds can be made within each of these categories but not between any two or more categories provided the school administrator secures approval of the Director, Division of Secondary Programs, Occupational Education and Technology.

Funds may be transferred between homemaking teachers without prior approval from the Texas Education Agency in the following manner only:

- Useful Homemaking to Useful Homemaking
- Gainful Homemaking to Gainful Homemaking.

When requesting additional travel, schools having multiple teacher units must indicate in the letter of application that all possible allocated teacher travel has been transferred to the teacher(s) for whom the request is being made.

Priority consideration for 100 percent reimbursement not to exceed $400.00 in-state and actual approvable expenses will be given to those applications for in-state and out-of-state travel occasioned by a letter of invitation signed by the Commissioner of Education or the Associate Commissioner for Occupational Education and Technology.

Procedures for Reimbursement of Vocational Travel Funds

Vocational travel funds are not included in the maintenance and operation funds sent to the district out of the Foundation School Program. Reimbursement is accomplished through the use of form VOC-068R77 (TEA-810), "Application for Reimbursement of Vocational Travel." A copy of this form is included in this unit. This form must be signed by the authorized school official before reimbursement will be made.

The reimbursement application is due in the Texas Education Agency on or before the tenth day of October, January, and July. The application is submitted for the periods ending September 30, December 31, and June 30 of each year. Total expenditures for vocational travel must be reported by program area (agriculture, distributive education, etc.).

Monthly Travel Report For Teachers and Coordinators of Occupational Education and Technology

Prepare in duplicate and submit monthly to local school administrator.

Name of Teacher or Coordinator: Mrs. Jane B. Wilson **Month:** March 19 75

Name of School: Anytown High School **Address:** 2305 Oak Drive, Anytown, Texas

RECORD OF TRANSPORTATION AND DUTIES PERFORMED

Day of Month	Time Leave Hour-Minute	Locations Visited, People Contacted, and Official Duties Performed	Time Arrive Hour-Minute	Miles Traveled or Fares Paid*
		NOTE: THIS SAMPLE TRAVEL REPORT IS INTENDED ONLY TO ILLUSTRATE THE PROPER MANNER OF ENTERING DIFFERENT TYPES OF APPROVED TRAVEL EXPENSES FOR VOCATIONAL HOMEMAKING TEACHERS. IT IS NOT INTENDED TO ILLUSTRATE A TYPICAL MONTHLY TRAVEL REPORT.		
In-District Travel - Useful				
1	2:00p	Departed headquarters. Visited homes of Mary Brown, and Opal Jones. Worked with these students and their parents - Mrs. James Brown and Mr. and Mrs. Oral Jones - in the supervision of home experiences. Arrived headquarters.	4:00p	15
2	3:00p	Departed headquarters. Arrived Anytown Community Center. Conducted a workshop on consumer buying for Mrs. Jim Jones, Mrs. Lee Smith and ten other adults. Arrived headquarters.	5:15p	5
3	4:00p	Departed headquarters. Visited home of Sam Simons. Worked with Mrs. Leon Simons and this student in the supervision of his home experience. (NOTE: No return mileage because teacher did not return to school.)		10
4	2:00p	Departed headquarters. Arrived County Satellite School accompanied by Lisa Lynn, Pam Ellis, and other Future Homemakers who assisted in serving Valentine refreshments to the handicapped children. Money for supplies was presented in the form of a money tree (FHA chapter project). Arrived headquarters.	5:00p	11
Out-Of-District Travel - Any				
6	2:45p	Departed Anytown. Arrived Aldo. Contacted Jean Morris, Manager, Rich's Department Store, and Ruth Hall, Checker, Roy's Food Store. Selected and purchased instructional materials for homemaking classes.	3:30p	23
	5:15p	Departed Aldo. Arrived Anytown. (NOTE: Record one-way published map mileage between towns.)	5:50p	23
7	4:15p	Departed Anytown. Arrived Crossland, Crossland High School. Participated in small group meeting for Area XI homemaking teachers on use of new instructional materials conducted by Mrs. Jane Doe, Area XI Consultant.	4:40p	15
	8:00p	Departed Crossland. Arrived Anytown. (NOTE: Evening meal not entered in per diem section; it is not allowable because teacher was out of school district less than 6 hours.)	8:30p	15
10	4:00p	Departed Anytown (Sue Green's car.) Arrived Big Town, Serene Hotel. Participated in Area XI Inservice Education Workshop on improving teaching techniques conducted by Mrs. Jane Doe, Area XI Consultant.	5:15p	Courtesy
11		Continued participation in Area XI workshop.		Courtesy
	4:30p	Departed Big Town. Arrived Anytown.	5:45p	
12	5:00a	Departed Anytown. Arrived San Olmos. Accompanied by 25 Future Homemakers of America, including chapter president, Jane Jones, and area officer candidate, Lea Ray. Participated in the Area XI meeting at the Civic Center of Future Homemakers of America under the direction of Mrs. Jane Doe, Area XI Consultant, and Pam Ellis, Area XI FHA President.	6:30a	78
	4:00p	Departed San Olmos. Arrived Anytown. (NOTE: Traveled by school bus. Cost of bus operation paid by me.)	5:30p	78
14	8:00a	Departed Anytown. Arrived Big Town. Accompanied by Mrs. Linda Sikes, Area XI Parliamentarian, Young Homemakers of Texas. Participated in the Executive Committee meeting of	9:15a	67

(over)

* Inter-city bus, airplane, or railroad, – receipts required

Monthly Travel Report For Teachers and Coordinators
# of Occupational Education and Technology

Prepare in duplicate and submit monthly to local school administrator.

Name of Teacher or Coordinator: Mrs. Jane B. Wilson **Month:** March continued 19 75

Name of School: Anytown High School **Address:** 2305 Oak Drive, Anytown, Texas

RECORD OF TRANSPORTATION AND DUTIES PERFORMED

Day of Month	Time Leave Hour-Min-M	Locations Visited, People Contacted, and Official Duties Performed	Time Arrive Hour-Min-M	Miles Traveled or Fares Paid
	3:00p	Area XI Young Homemakers to plan program of work for the year under the direction of Mrs. Jane Doe, Area XI Consultant. Departed Big Town. Arrived Anytown. (NOTE: This meeting is on the area calendar.)	4:20p	67
15	6:45a	Departed Anytown. Arrived Damon, Holiday Inn. Accompanied by Pam Ellis, Area XI President, and Future Homemakers of America members, Cathy Carol Vakey, and Brenda Lee who participated in the State Future Homemakers Meeting under the direction of Mrs. Patsy Sweet, State FHA Advisor.	11:45a	190
	1:00p	Departed Holiday Inn. Arrived XYZ Radio Station, 401 Marion Street. Accompanied by Pam Ellis, who participated in a radio program with Joe Cool, XYZ announcer, and other area and state officers for the purpose of interpreting leadership activities of Future Homemakers of America.	1:15p	8
	2:00p	Departed XYZ Radio Station. Arrived City Auditorium, 902 Simon Drive. Accompanied by Pam Ellis and FHA members, Cathy, Carol, and Brenda, who assisted Mrs. Patsy Sweet, State FHA advisor, with stage decorations.	2:20p	5
	4:00p	Departed City Auditorium. Arrived Holiday Inn.	4:30p	1
	7:00p	Departed Holiday Inn. Arrived City Auditorium accompanied by Pam Ellis and three Future Homemakers. Participated in State Meeting of Future Homemakers of America, Mrs. Patsy Sweet, State Advisor, in charge.		
	9:00p	Departed City Auditorium. Arrived Holiday Inn. (NOTE: No mileage claimed--only one round trip per day, hotel to meeting place allowable. The hotel is established as headquarters.)	9:15p	
16	8:00a	Departed Holiday Inn. Arrived City Auditorium with Pam Ellis and three Future Homemakers. Continued participation in State Future Homemakers of America Meeting. Worked with Mrs. Jane Doe, Area XI Consultant. Meeting ended at 10:00p.	8:15a	6
	10:00p	Departed City Auditorium. Arrived Holiday Inn.	10:20p	6
17	8:10a	Departed Damon. Arrived Anytown.	1:00p	190
19	7:00a	Departed Anytown. Arrived More City Airport.	7:50p	40
	8:30a	Departed More City via Commuter Airlines. Arrived Dallas Metro Airport.	9:45a	$31.00 (RT)
	9:45a	Departed Metro Airport by taxicab. Arrived Hilton Hotel. Assisted with registration for State Inservice Conference for Vocational Homemaking Teachers beginning at 1:30p. Mrs. Susan Jones, Consultant, Homemaking Education, Texas Education Agency, in charge.	10:30a	$ 2.00
20-23		Participated in State Inservice Conference under direction of Mrs. Elizabeth F. Smith, Director, Homemaking Education, Texas Education Agency, beginning at 9:00a.		
		Continued participation in State Inservice Conference with Director, Elizabeth F. Smith, and Mrs. Jane Doe, Area XI Consultant.		
23	1:00p	Departed Hilton Hotel via bus. Arrived Dallas Metro Airport.	1:50p	$ 1.50
	2:30p	Departed Metro Airport (Commuter Airlines). Arrived More City Airport.	3:50p	
	4:15p	Departed More City Airport. Arrived Anytown.	7:00p Courtesy	
In-District Travel - HECE				
24	8:46a	Departed headquarters. Contacted Mrs. Sarah Jones of Elliott Interiors, 300 Main; Mrs. Peggy Howland, head nurse at Carmell Nursing Home, 401 Brazos; and Mr. Matt Roberts, Director of Playland Nursery, 307 West; regarding training opportunities for Home Economics Cooperative Education students. (over) Arrived headquarters.	11:35a	8

* Inter-city bus, airplane, or railroad, — receipts required

RECORD OF TRANSPORTATION AND DUTIES PERFORMED (CONTINUED)

Day of Month	Time Leave Hour-Min-m	Locations Visited, People Contacted, and Official Duties Performed	Time Arrive Hour-Min-m	Miles Traveled or Fares Paid
	2:45p	Departed headquarters. Contacted Mrs. Ray Moon, owner of Villa Espana Restaurant, 800 Clay; Mr. Sam Ray, Director of Goodtime Play School, 317 Pine; and Mrs. June Wilson, Director of Housekeeping Services, Anytown Community Hospital, 744 Moore; and secured information on student job progress. Arrived headquarters.	4:45p	6
26	1:30p	Departed headquarters. Arrived Community Gas Co., 210 South. Conferred with Mrs. Lee Dace, Chairman, Home Economics Cooperative Education Advisory Committee about agenda for advisory committee meeting.	1:40p	1
	2:30p	Departed Community Gas Co. Arrived Mercy Hospital, 309 Grant. Conferred with Mrs. Martha May, Dietitian, regarding a training program for dietitian aides.	2:40p	2
	3:20p	Departed Mercy Hospital. Arrived 404 Manor Street, home of James Martin. Worked with James and his mother, Mrs. Ann Martin, in evaluating his home experience.	3:30p	2
	4:00p	Departed Martin home. Arrived 101 Sixth Street, home of Linda Lee. Conferred with Mrs. Sarah Lee about objectives of the child care aide training program; secured parent's signature on Linda's training plan.	4:05p	1
		Returned headquarters. (NOTE: If training stations are in nearby towns, insert the name of the town after street address.)	4:35p	2

TO BE FILLED OUT BY PERSONS CLAIMING PER DIEM ALLOWANCE IN STATE

LEAVE HEADQUARTERS				ARRIVE HEADQUARTERS				DAYS ON TRAV	AMOUNT
Date	Hour	Min	m	Date	Hour	Min	m		
1				1					
2				2					
3				3					
4				4					
5				5					
6				6					
7				7					
8				8					
9				9					
10	4	00	p	10				1/2	15.00
11				11	5	45	p	3/4	22.50
12	5	00	a	12	5	30	p		9.00
13				13					
14	8	00	a	14	4	20	p		5.00
15	6	45	a	15				3/4	22.50
16				16				1	30.00

LEAVE HEADQUARTERS				ARRIVE HEADQUARTERS				DAYS ON TRAV	AMOUNT
Date	Hour	Min	m	Date	Hour	Min	m		
17				17	1	00	p	1/2	15.00
18				18					
19	7	00	a	19				3/4	22.50
20				20				1	30.00
21				21				1	30.00
22				22				1	30.00
23				23	7	00	p	3/4	22.50
24				24					
25				25					
26				26					
27				27					
28				28					
29				29					
30				30					
31				31					
Total Claimed for In State allowance								8	$240.00

ACTUAL EXPENSE SCHEDULE FOR OUT-OF-STATE TRAVEL ONLY

DATE	NO. FULL DAYS	NO. QUARTER DAYS	RATE PER DAY	MEALS	LODGING	TOTAL	DATE	NO. FULL DAYS	NO. QUARTER DAYS	RATE PER DAY	MEALS	LODGING	TOTAL
									TOTAL EXPENSES CLAIMED ABOVE				$

Airline Fare $31.00 Taxi $3.50

Total fares paid for travel by bus, airplane or railroad . . . . $ 34.50

Total car mileage, 875 miles at 18¢ per mile $157.50

Total per diem claimed for in-state travel $240.00

Total per diem claimed for out-of-state travel . . . . $ -

Total Official Travel Expense for This Month $432.00

Total for the Year (Including This Month) . . . . $ ______

I certify that the above expenses are true and correct and were incurred by me in the performance of my official duties in accordance with policies of my Board of Education and according to Regulations on Reimbursable Vocational Teacher Travel established by the Texas Education Agency.

Approved by: Bill Jones (School Administrator) Superintendent

Jane B. Wilson (~~Supervisor, Coordinator~~ Teacher)

TEA - 183

VOC4130R75

TRAVEL ALLOWANCE FOR 1978-79 BIENNIUM

I. Personal Car Mileage 18¢/mile

II. Personal Airplane Mileage 23¢/mile

III. Per Diem $30.00/day or $7.50/per diem quarter

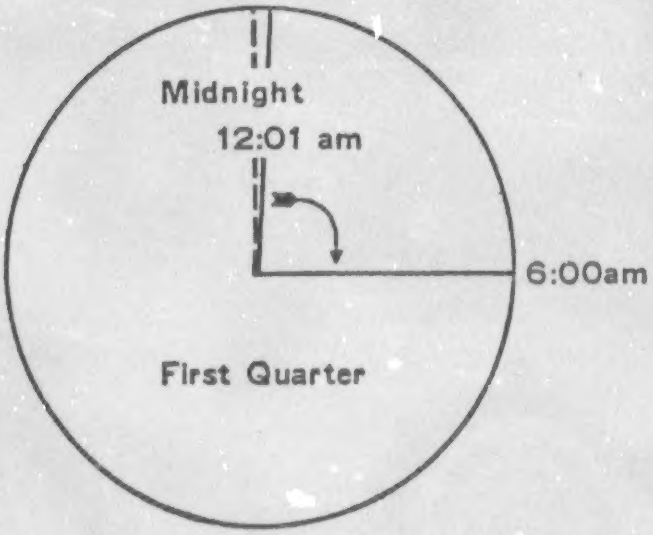
IV. Reduced Per Diem $25.00/day or $6.25/per diem quarter (with prior approval)

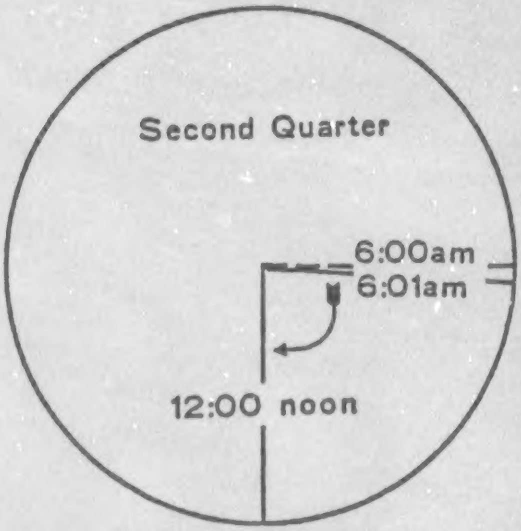
V. Partial Per Diem Allowance $15.00/day

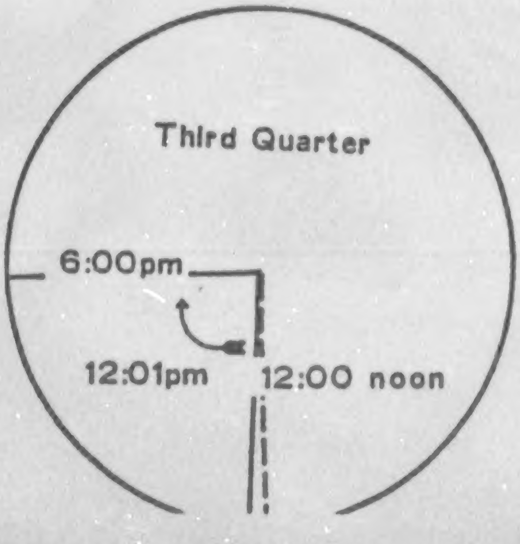
A.	Breakfast	$ 4.00	(Leave prior to 6:00 a.m.)
B.	Lunch	5.00	
C.	Dinner	6.00	(Be out more than 6 hours)
		$15.00	

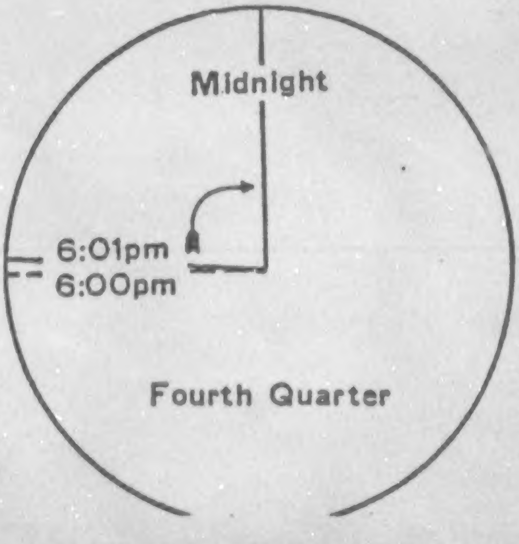
VI. Airport parking may be claimed while traveling either in or out-of-state.
  - A. In-state: show total amount on Other Travel Expenses line.
  - B. Out-of-state: show daily amount under airport parking area in Actual Expense Schedule.

VII. The rate of reimbursement for any employee for whom funds are appropriated in H.B. 510, for air transportation shall not exceed the next lowest available airline fare below first class unless such fare is not available.


Midnight
12:01 am
6:00am
First Quarter


Second Quarter
6:00am
6:01am
12:00 noon


Third Quarter
6:00pm
12:01pm
12:00 noon


Midnight
6:01pm
6:00pm
Fourth Quarter

TEXAS EDUCATION AGENCY
OCCUPATIONAL ADMINISTRATIVE SERVICES
APPLICATION FOR REIMBURSEMENT
VOCATIONAL TRAVEL

County District Number ____________

Fiscal Year 19___- 19___

Project No. ____________

PLEASE SEE INSTRUCTIONS ON REVERSE SIDE BEFORE PREPARING THIS REPORT

FROM

NAME AND ADDRESS OF INSTITUTION

ROUND ALL AMOUNTS TO NEAREST DOLLAR

FOLD HERE

	DUE DATES				FOR TEA USE ONLY	
	OCTOBER 10		JANUARY 10	JULY 10	APPROVED FOR PAYMENT	
Travel Expenditure Classification	(1) Reimbursement Claimed for July-Aug. 19___	(2) Sep. 19___	(3) Reimbursement Claimed for Oct.-Dec. 19___	(4) Reimbursement Claimed for Jan.-June 19___	(5) Total Reimbursement to Date Col. 1+2+3+4	(6) App. Travel Allocation FY 19___- 19___
01. AGRICULTURE	$	$	$	$	$	$
02. DISTRIBUTIVE						
03. INDUSTRIAL						
04. HEALTH OCCUPATIONS						
05. OFFICE						
06. OCC. ORIENTATION (9th GRADE)						
07. INDUSTRIAL ARTS (9th GRADE)						
08. SUB TOTAL (Lines 01 thru 07)	$	$	$	$	$	$
09. CVAE						
10. HANDICAPPED						
11. HOMEMAKING - USEFUL						
12. HOMEMAKING - GAINFUL						
13. VOCATIONAL COUNSELOR/ PLACEMENT COORDINATOR						
14. VOCATIONAL ADMINISTRATOR						
15. VOCATIONAL SUPERVISOR						
16. TOTAL TRAVEL (Lines 08 thru 15)	$	$	$	$	$	$

CERTIFICATION – I certify that all funds requested as reimbursement for vocational travel have been expended in compliance with the Revised Guide for the Administration of Travel of Vocational Personnel in Public Schools and have not heretofore been presented for payment. The reimbursement herein requested does not exceed the allocation approved for any individual teacher or administrator and there are records in our files to substantiate the reimbursement requested.

Submit Original, Green
and Yellow Copies to:
Occupational Administrative Services
Texas Education Agency
201 East Eleventh Street
Austin, Texas 78701

____
Signature of Authorized School Official

Date: ____________________ 19___

____
Title of Authorized School Official

TEA-810

VOC-068R77

10

FOR TEA USE ONLY:

Trans. Code	School District Number	Contract Number	Appropriation Number	Compt. Acct.	Fund	Program	Purpose	Account	Month	Year	Amount	Amount Liquidated

Line No.	Reason for Deletion or Exception	Amount Deleted

INSTRUCTIONS FOR COMPLETING APPLICATION FOR REIMBURSEMENT - VOCATIONAL TRAVEL
VOC - 068R77

1. This application is to be submitted for the periods ended September 30, December 31, and June 30 each year and is due on or before the 10th day of the month following the ending date of the period. Submit the white, green and yellow copies to: Director, Occupational Administrative Services, Texas Education Agency, 201 East 11th Street, Austin, Texas 78701.

2. Indicate the county-district number, fiscal year and project number in the spaces provided in the upper right corner of the application and the name, address, and zip code of the district in the square provided for this purpose.

3. Report the total expenditures for vocational travel by program (Lines 1-7 and 8-15) for July and August in column 1. In column 2, report expenditures for September (only) in column 3 report expenditures for October thru December, and in column 4 report expenditures for January thru June. Please complete column 1 and 2 for the period ended September 30, columns 1, 2 and 3 for the period ended December 31 and columns 1, 2, 3 and 4 for the period ended June 30. If you inadvertantly exclude travel from a prior reporting period for the current fiscal year, it may be added to the travel incurred and claimed in the next reporting period. Do not change entries made and approved on a previous application on the current application. Budget balance schools report total travel incurred as all amounts reported by budget balance schools will be reimbursed at the rate of fifty percent (50%). Round all amounts to nearest dollar.

4. Report the total travel claimed to date including the current application in column 5, i.e., the sum of columns 1+2+3+4.

5. Report the approved travel allocation as of the current reporting period in column 6. Refer to the district's Recap of Vocational Travel Allocations (Form VOC-067R77) before completing this application. This Recap will indicate the district's vocational travel allocation by program based on units allocated at the time the recap was prepared.

6. Reimbursement claim must be signed by authorized school official.

OBTAINING FUNDS FOR INSTRUCTIONAL EQUIPMENT

When funds are available, districts may receive reimbursement for basic instructional equipment for new programs which are designed to prepare high school students for gainful employment. In order to receive approval for reimbursement, an administrator should get several bids on the equipment desired. Then s/he should fill out form VOC-082R77 (TEA-186), "Vocational Education Funding Agreement." This form is, in effect, a contract. In addition to the Funding Agreement, the administrator must send in form VOC-052R73 (TEA-221), "Reimbursable Equipment Schedule." Copies of the Funding Agreement and the Reimbursable Equipment Schedule are included in this unit. It is a good idea to send in a copy of the bids with these forms. The administrator should contact the director of the program area (agriculture, distributive education, homemaking, etc.) at the Texas Education Agency to determine any other specific procedures which must be followed. Each program area has slightly different requirements.

When all forms have been properly filled out, the signature and title of the authorized school official must be obtained. The approval process at TEA cannot take place until this has been done. The originals and all copies of the forms are then sent to TEA. There the Funding Agreement and the Reimbursable Equipment Schedule must be approved and initialed by the appropriate program area director (homemaking, agriculture, distributive education), the Associate Commissioner for Occupational Education and Technology, and the Associate Commissioner for Financial Allocations. It is finally approved and signed by the Deputy Commissioner for Administrative Services.

No equipment can be purchased until the funding agreement (or contract) is approved. When approval is obtained, the pink copy of the funding agreement is returned to the school district.

After the equipment has been purchased, the district can be reimbursed for the amount approved. If the cost of the equipment has increased since it was approved, local funds must be used to make up the difference.

Name of Eligible Recipient

Address of Administrative Office

City Zip Code

County-District Number

FOR TEA USE ONLY

Project No. ______
For Year 19______ 19______
Reviewed By ______
Approved % of Reimb.

TEXAS EDUCATION AGENCY
Occupational Administrative Services

Vocational Education Funding Agreement

This funding agreement for approved expenditures, in the amount of $______, between the above eligible recipient and the Texas Education Agency, verifies the maximum amounts the eligible recipient will receive for expenditures actually made for legal purposes, contingent upon the availability to the Texas Education Agency of funds for this program/purpose. The above eligible recipient agrees that all vocational instruction will be conducted, and all expenditures made, in accordance with policies of the Texas Education Agency and in compliance with all pertinent state and federal rules and regulations. Upon formal request and proper verification of expenditures, payment for allowable purposes will be made to the applicant's depository in the amount of $______. The recipient's application as amended by the Texas Education Agency is incorporated herein and made a part hereof by reference.

TEA EXP CODE	REIMBURSABLE EXPENDITURE CLASSIFICATION	FUND AMOUNT	PERCENTAGE
411	Salaries	$	
411	Fringe Benefits		
420	Travel		
430	Rental of Space		
450	Instructional Supplies		
470	Maintenance and Repair Equip		
480	Equipment (Purchase)		
482	Rental of Equipment		
490	Other (Specify)		
	Subtotal	$	
496	Indirect Cost Rate %		
	Total	$	

Signature of Authorized School Official

Title of Authorized School Official

Date: ______ 19______

Signature (Authorized TEA Official)

Date: ______ 19______

Document Control Number

Submit all copies to:
Document Control Center
oom 237, Main Building
exas Education Agency
201 East Eleventh Street
Austin, Texas 78701

TEA-186 VOC-082R77

FOR TEA USE ONLY

Subpart 2 (Section 120)

☐ Vocational Instruction

U. S. O. E. Code No. ____________

☐ Other (Specify) ____________

Subpart 4 (Section 140)

☐ Special Programs for the Disadvantaged

U. S. O. E. Code No. ____________

☐ Other (Specify) ____________

Subpart 3 (Section 130)

☐ Program Improvement (Specify) ____________

☐ Supportive Services (Specify) ____________

Subpart 5 (Section 150)

☐ Consumer and Homemaking Education

U. S. O. E. Code No. ____________

☐ Other (Specify) ____________

Target Population

☐ Regular

☐ Disadvantaged

☐ Limited English Speaking Ability

☐ Handicapped

☐ New

☐ Continuing

Level of Instruction/Service

☐ Secondary

☐ Post Secondary

☐ Adult Preparatory

☐ Adult Supplemental

☐ Apprenticeship

Trans. Code		School District Number	Project Number		Fund	Program	Purpose		Account	Month	Year	Amount
12 13		19 20 21 22 23 24	25 26 27 28 29 30 31 32		41 42 43	44 45	46 47		51 52 53	54	55	63 64 65 66 67 68 69 70 71

TEXAS EDUCATION AGENCY
Department of Occupational Education & Technology
201 East 11th
Austin, Texas 78701

FOR TEA USE ONLY
______________ Contr. or Proj. No.
______________ Reviewed By
______________ Date Reviewed

Reimbursable Equipment Schedule

Name of Local Education Agency ______________ Address ______________ Campus or Site ______________

Equipment is for: (check one)

☐ Area School Construction
  ☐ Instructional Equipment
  ☐ Conventional Furnishings

☐ Instructional Program ______________ (Identify Program)

This schedule consists of equipment to be purchased for: (check one)

☐ new program ☐ supplement to existing contract ☐ replacement of existing equipment
☐ additional equipment for existing program

Read instructions before completing schedule. Submit in triplicate to appropriate division in Department of Occupational Education and Technology.

LIST MAJOR AND MINOR EQUIPMENT ON SEPARATE SCHEDULES			Prices quoted must be F. O. B. the school site	
Item No.	Description of Item	Quantity	Unit Price	Extension
			$	$
	(continue listing on back of schedule)			

Total of major equipment listed on this form ($100 or more per unit)	$
Total of minor equipment listed on this form (less than $100 per unit)	$
Total proposed expenditures for equipment (both major and minor)	$

TEA-221 VOC-052R75

(continuation from front of schedule)

Item No.	Description of Item	Quantity	Unit Price	Extension
			$	$

77

PROCEDURES FOR REIMBURSEMENT OF CONTRACTED EXPENDITURES

In order to receive reimbursement for authorized contracted expenditures, including equipment, the administrator must see that TEA receives form VOC-084 (TEA-157), "Application for Reimbursement," along with form VOC-088 (TEA-171), "Report of Project Expenditures--Continuation Sheet." Copies of these forms are included in this unit. These forms are used to request reimbursement for approved expenditures such as salaries, travel, equipment, instructional supplies, etc. which have been contracted for using the "Vocational Education Funding Agreement" (VOC-082R77) accompanied by the "Financial Plan" (VOC-090R77).

The person or department in charge of filling out these forms varies from one district to another. In large districts, the business manager is often responsible for them, while in smaller districts the administrator in charge of vocational programs must sometimes fill them out himself/herself.

These particular forms come with a set of instructions and a list of defined terms. However, several errors are often made which slow down the processing of the forms by TEA. Probably the most common error is failure to obtain the signature of the authorized school official. Reimbursement of funds will not be made without this signature.

A common error on the Continuation Sheet is failure to group expenditures according to program area (Administration, Counseling, and/or Instruction) and by expense category (salaries-411; travel-420; instructional supplies-450, etc.) within each program area.

When payees or employees are listed on the Continuation Sheet, they must be identified and grouped by type of expenditure (i.e., Instructional, Supervisory, Clerical, etc.). A fairly common error is the omission of the social security number and number of hours worked (if employed on an hourly basis) for each person listed.

When changes must be made in the Application for Reimbursement or on the Continuation Sheet, it is important to follow up in writing any changes that are made verbally. Occasionally a teacher is hired for a program after a school year begins. The Personnel Plan that accompanies the Financial Plan is considered incomplete until the TEA is notified in writing that the person has been hired.

TEXAS EDUCATION AGENCY
OCCUPATIONAL ADMINISTRATIVE SERVICES
APPLICATION FOR REIMBURSEMENT
VOCATIONAL EDUCATION

County-District Number ____________

Project No. ____________

For year 19______ 19______

The official Board of the school named below requests that warrants be issued as reimbursement for expenditures in the amount of $:____________ made in accordance with project number ____________ on file with the Texas Education Agency. Total funds received from TEA $ ____________

Date ____________ 19______

For expenditures made during the period

From ____________ To ____________

☐ PARTIAL APPLICATION ☐ FINAL APPLICATION

(Place X in appropriate box)

NAME AND ADDRESS OF INSTITUTION

Expenditure Classification	TEA Exp. Code	2 Total on Project (By Expense Classification)	3 Expenditures to Date (Including Col. 4)	4 Expenditures this period	5 Reimbursement claimed this period	FOR TEA USE ONLY APPROVED FOR PAYMENT Reimbursed	Local
SALARIES	411						
FRINGE BENEFITS	411						
TRAVEL	420						
RENTAL OF SPACE	430						
TRUCTIONAL SUPPLIES	450						
MAINT. & REPAIR EQUIP	470						
EQUIPMENT (PURCHASE)	480						
RENTAL OF EQUIPMENT	482						
INDIRECT COST ______ %	496						
OTHER (SPECIFY)							
TOTAL							

I hereby certify that the program as approved has been conducted in accordance with the Texas State Plan for Vocational Education, that all orders for services, equipment, materials, or supplies were procured in compliance with all relevant Federal and State laws, rules and regulations; that funds have been expended in the amounts shown; and that supporting documents are available for audit. All expenditures claimed in this report were incurred subsequent to the effective date of project approval, and these expenditures have not been claimed under any other program or project.

ubmit Original, Green
nd Yellow Copies to:
Occupational Administrative Services
Texas Education Agency
201 East Eleventh Street
Austin, Texas 78701

____
Signature of Authorized School Official

____
Title of Authorized School Official

Date: ____________ 19____

TEA-157

8071

VOC-084R77

FOR TEA USE ONLY

Trans. Code	School District Number	Project Number	Appropriation Number	Compt. Acct.	Fund	Program	Purpose	Account	Month	Year	Amount	Amount Liquidated

PREPARATION OF APPLICATION FOR REIMBURSEMENT

(1) The basis for certain payments to public schools and colleges for reimbursable expenditures for vocational education is form VOC-082R77. For each project with the Agency, the local education agency must submit an application for reimbursement depending upon its wishes, i.e., monthly, quarterly, etc. However, for those programs and/or projects which have been placed on an advance status, only one application for reimbursement is required to be submitted immediately upon termination of the project.

(2) Instructions on preparing application for reimbursement, VOC-084R77
Column 2. Enter the total amount of the project opposite each expense category listed in Column 1.
Column 3. Enter the total expenditures made under this project by expense category, including the current period.
Column 4. Enter the total expenditures by expense category claimed on this application.
Column 5. Enter the amount of reimbursement claimed this period by expense category.

(3) VOC-088R77 must be submitted with this form VOC-084R77 listing all types of expenditures including local, as well as reimbursable. The expenditures must be grouped in proper sequence by major categories as approved in the project, i.e., salaries, travel, equipment, supplies, etc.

APPLICATION FOR REIMBURSEMENT—
REPORT OF PROJECT EXPENDITURES
Continuation Sheet
Department of Vocational & Adult Education

County-District Number ______________________

Project Number ______________________

____
Name of School or College

Page ______ of ______ Pages

APPROPRIATE COVER SHEET MUST ACCOMPANY THIS PAGE

GROUP EXPENDITURES IN PROPER SEQUENCE BY MAJOR CATEGORIES AS APPROVED IN THE CONTRACT

1	2	3	4	5		
Date of Author-ization 19-	Date of Purchase Order 19-	NAME OF EMPLOYEE and period covered by salary Give Name of Vendor and Invoice Number	COST (Attach Original Invoices)	Expen-diture Code	STATE USE ONLY Reimbursed	STATE USE ONLY Local
		1	$		$	$
		2				
		3				
		4				
		5				
		6				
		7				
		8				
		9				
		10				
		11				
		12				
		13				
		14				
		15				
		16				
		17				
		18				
		19				
		20				
		21				
		22				
		23				
		24				
		25				
		26				
		27				
		28				
		29				
		30				
		31				
		32				
		33				
		34				
		35				
		36				
		37				
		38			$	$

DELETIONS	Item No.	Reason for Deletions or Exceptions (STATE USE ONLY)	Amount Deleted
		TOTAL EXCEPTIONS	

IMPORTANT: Include the amounts listed above in the totals which you enter on page 1 of the Report form.

ORIGINAL —White REMITTANCE COPY —Yellow
[illegible] —Green SCHOOL COPY —Pink

TEXAS EDUCATION AGENCY
Occupational Administrative Services
Austin, Texas

July, 1977

VOCATIONAL EDUCATION

VOCATIONAL EDUCATION

INFORMATION ON THE PREPARATION OF REGULAR VOCATIONAL EDUCATION APPLICATION FOR REIMBURSEMENT FORMS

The basis for certain payments to public schools and colleges for reimbursable expenditures for vocational education is form VOC-082. For each project with the Agency, the local education agency must submit an application for reimbursement depending upon its wishes, i.e., monthly, quarterly, etc. However, for those programs and/or projects which have been placed on an advance status, only one application for reimbursement is required to be submitted immediately upon termination of the project.

INSTRUCTIONS FOR PREPARING APPLICATION FOR REIMBURSEMENT, VOC-084 (TEA-157)

Column 2. Enter the total amount authorized in the project for each expense category identified in Column 1.

Column 3. Enter the total expenditure made to date for each expense category.

Column 4. Enter the total expenditure made during the period of this application for each expense category.

Column 5. Enter the amount of reimbursement requested by this application for each expense category.

CONTINUATION SHEET, VOC-088 (TEA-171)

VOC-088 must be submitted (except on exempted programs) with form VOC-084 to provide the details concerning expenditures. Total expenditures must be reported and grouped in sequence according to program area (Administration, Counseling, and/or Instruction) and by expense category (salaries, travel, supplies, etc.) within each program area.

Column 1. Enter the date of issuance of all orders for expenditures other than salaries and travel.

Column 2. (a) Payee & Fringe Benefits

(1) Payee. Include the name of the individual, social security number, the period covered, and number of hours, when applicable. Compensation for each person must be identified by type of expenditure, i.e., Instructional, Supervisory, Clerical, etc. This includes consultants and stipend recipients.

(2) Fringe Benefits. List the benefit covered and the method used to compute the employer's share:
FICA $$$$$$$ X rate = $$$$$$$
WCI $$$$$$$ X rate = $$$$$$$
Health Insurance $$$/Mo. X __ employ. = $$$

(b) Travel. Indicate the name of the individual, social security number, and dates during which travel occurred. List out-of-state travel separately and include approval letter.

(c) Equipment & Supplies. List the name of the vendor and vendor's invoice or document number. If vendor does not number the document, so indicate. In case there are several invoices from the same vendor, list separately.

For supplies/equipment issued from a central supply point or other in-house source, include the journal voucher, transfer document, or other identification number assigned to the transaction. Teaching aids and instructional supplies must be listed separately and identified sufficiently to be related to the financial plan.

(d) Rental. For rental of space, rental of equipment and/or maintenance of equipment, identify the source of rental, and the rate applicable to the rental and the period of time covered by the rental.

(e) Contracted Services. Identify the person or company providing the service, description of the service rendered, and the period covered.

(f) Consultant Fees. Identify the name of the individual, social security number, the service rendered, and the dates the service was rendered. Fees and expenses should be listed separately.

(g) Other. Expenditures for categories other than those specified above must be listed separately and identified sufficiently so that the expenditure can be related to the project.

Column 3. Enter the amount for each line item explained above.

Column 4. Enter the expenditure code or expense category as approved in Section C, Reimbursable Expenditure Classification Form VOC-082, or the Financial Plan attached to the contract.

EPDA - Part F

In addition to the documentation above, HEW-608T must be filed with the Application for Reimbursement completing the budgeted, expended, and balance columns by expenditure classification.

WORK STUDY

Each student's salary should be listed on the Continuation Sheet (TEA-171) by the month and the number of hours worked in each; be sure to include social security number.

ATTACHMENT #1 - DEFINITION OF TERMS

PURPOSE--Occupational Education includes all students and teachers within identified and described vocational content instructional areas which constitute a program leading to employment in recognized occupations not requiring a baccalaureate degree. Occupational courses may be designed for persons who have mental, emotional, or physical handicaps; and persons preparing for homemaking as a career. This term also includes supportive services, such as vocational guidance and counseling; research and supervisory services; acquisition of instructional facilities, equipment, and supplies; exemplary programs and projects; and student work study programs.

APPROVED AMOUNT--This amount, as used here, includes total expenditures of federal, state, and local funds approved for this project. Expenditures and revenues (local, state, and federal funds; tuitions; fees; etc.) must be accounted for separately from other projects.

REIMBURSABLE AMOUNT--Upon formal request and proper verification of local level expenditures, reimbursement for allowable costs will be made to the school's depository. This request for funds shall appear on appropriate forms as prescribed by the Texas Education Agency in accordance with instructions and regulations related thereto.

EFFECTIVE DATE--The effective date of a project is the first day of the funding period through the last day of the funding period stamped on the face of the project. The effective date of a budget amendment is the date of the letter approving the budget amendment by the appropriate TEA official through the ending funding period date. Expenditures and/or obligation of funds are not authorized prior to the effective date of the applicant approved financial plan and/or budget amendment for a line item change. Expenditures and purchase orders issued must take place within the effective dates, however, encumbrances incurred during this allowable period may be liquidated in the next fiscal year.

FINAL PAYMENT--The final application for reimbursement cannot be processed until all materials, services, and documents required under the terms of the project have been completed and submitted. The final application for reimbursement is due sixty days after completion of the project unless there is an unfilled purchase order outstanding. In that event, the final application would be due thirty days after the last purchase order is filled.

Name of Eligible Recipient

Address of Administrative Office

City Zip Code

County-District Number

FOR TEA USE ONLY

Project No. ____________
For Year 19______ 19______
Reviewed By ____________
Approved % of Reimb.

TEXAS EDUCATION AGENCY
Occupational Administrative Services

Vocational Education Funding Agreement

This funding agreement for approved expenditures, in the amount of $______________ between the above eligible recipient and the Texas Education Agency, verifies the maximum amounts the eligible recipient will receive for expenditures actually made for legal purposes, contingent upon the availability to the Texas Education Agency of funds for this program/purpose. The above eligible recipient agrees that all vocational instruction will be conducted, and all expenditures made, in accordance with policies of the Texas Education Agency and in compliance with all pertinent state and federal rules and regulations. Upon formal request and proper verification of expenditures, payment for allowable purposes will be made to the applicant's depository in the amount of $______________ The recipient's application as amended by the Texas Education Agency is incorporated herein and made a part hereof by reference.

TEA EXP CODE	REIMBURSABLE EXPENDITURE CLASSIFICATION	FUND AMOUNT	PERCENTAGE
411	Salaries	$	
411	Fringe Benefits		
420	Travel		
430	Rental of Space		
450	Instructional Supplies		
470	Maintenance and Repair Equip		
480	Equipment (Purchase)		
482	Rental of Equipment		
490	Other (Specify)		
	Subtotal	$	
496	Indirect Cost Rate %		
	Total	$	

Submit all copies to:
Document Control Center
oom 237, Main Building
Texas Education Agency
201 East Eleventh Street
Austin, Texas 78701

Signature of Authorized School Official

Title of Authorized School Official

Date: ______________ 19______

Signature (Authorized TEA Official)

Date: ______________ 19______

Document Control Number

TEA-1[illegible]

VOC-082R77

FOR TEA USE ONLY

Subpart 2 (Section 120)

☐ Vocational Instruction
U. S. O. E. Code No. ____________________
☐ Other (Specify) ____________________

Subpart 3 (Section 130)

☐ Program Improvement (Specify) ____________________
☐ Supportive Services (Specify) ____________________

Subpart 4 (Section 140)

☐ Special Programs for the Disadvantaged
U. S. O. E. Code No. ____________________
☐ Other (Specify) ____________________

Subpart 5 (Section 150)

☐ Consumer and Homemaking Education
U. S. O. E. Code No. ____________________
☐ Other (Specify) ____________________

Target Population

☐ Regular
☐ Disadvantaged
☐ Limited English Speaking Ability
☐ Handicapped

☐ New
☐ Continuing

Level of Instruction/Service

☐ Secondary
☐ Post Secondary
☐ Adult Preparatory

☐ Adult Supplemental
☐ Apprenticeship

Trans. Code		School District Number	Project Number		Fund	Program	Purpose		Account	Month	Year	Amount
12 13		19 20 21 22 23 24	25 26 27 28 29 30 31 32		41 42 43	44 45	46 47		51 52 53	54	55	63 64 65 66 67 68 69 70 71

Name of Institution ______________________ County-District Number ______________________

TEXAS EDUCATION AGENCY

Financial Plan

From: ______________ To: ______________

TEA Exp. CODE	EXPENDITURE CLASSIFICATION	ESTIMATED EXPENDITURES
411	Salaries[1]	________
411	Fringe Benefits	________
420	Travel[1]	________
430	Rental of Space	________
450	Supplies[2]	________
	A. Instructional	________
	B. Teaching Aids	________
470	Maintenance & Repair of Equipment	________
480	Equipment[2]	________
482	Rental of Equipment	________
	Other:	
	________	________
	________	________
	________	________
	________	________
	________	________
	________	________
	________	________
	TOTAL ESTIMATED EXPENDITURES	________

[1] Vocational Personnel Plan is Required

[2] Supply and Equipment Lists are Required

Complete this form and return with each proposal or Revision

Name of Institution

County-District Number

Page ____ of ____

VOCATIONAL PERSONNEL PLAN

A. Vocational Salaries and Wages: Give name and position title.	(1) Time on Project in Hours or Months	(2) Hourly or Monthly Wages to be Paid	(3) Actual Salary
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

B. Travel: List by name and position title.

1.	$
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
TOTAL:	$

EXPENDITURE OF THE STATE OPERATING ALLOWANCE FOR VOCATIONAL TEACHERS

The state has allotted $400 for each vocational teacher unit as an operating allowance to directly benefit and improve the vocational course or class to which the vocational teacher unit is assigned. The Texas Education Agency has issued guidelines for the use of this $400. These guidelines emphasize that the $400 must not be used to replace local operating funds budgeted in accordance with the Vocational Education Program Standards. Instead, this money must supplement these local funds.

Items purchased using the $400 operating allowance should be ordered and paid for before April 1 of each year. Records which itemize expenditures must be maintained and grouped in the following four categories:

- instructional supplies
- teaching aids
- expendable, short-lived tools or instruments
- technical library materials.

Records of expenditures from local operating budgets must be kept separate from the $400 state allowance.

The $400 operating allowance must be spent for each unit on each campus for which it is intended. However, allowances may be grouped for units which are alike. For example, the operating allowance for all useful homemaking units on one campus may be grouped; all homemaking CVAE units on one campus may group their funds; all industrial education units on one campus may group their allowances; etc.

The $400 allocation (per vocational unit) is over and above the amount available to the district from the Foundation School Program for salaries and operations, although this allowance is sent to the district with the money from the Foundation School Program. The total amount available from the Foundation

School Program is determined by the average daily attendance (ADA) which cannot be accurately calculated until May of the school year. Beginning September 1, ten monthly increments from the Foundation School Program are sent to the district. The payment in July is sometimes referred to as a "mop-up" or "adjustment" payment because it may be more or less than the other nine payments depending on such factors as ADA, changes in faculty during the year, etc.

In the past, the $400 allocation (per vocational unit) had to be spent by April 1. Beginning in 1977-78, funds from this allocation which are not spent by April 1 can be "carried over" to the next school year. This is an advantage for those teachers who conduct summer programs. However, there is a danger in carrying these funds over to the next year in that sometimes the money might be used for purposes other than those intended by the legislature.

Although the $400 allocation can now be carried over, the Texas Education Agency still requests that a report of expenditures be filed by April 1. This report is VOC-061R75, "Report on Expenditures for the Operation of Approved Vocational Units." This report is subject to audit and must be submitted in duplicate. A copy of this report, along with additional information and instructions, is included in this unit (page 85).

The following types of items can be purchased from the $400 allowance:

1. Instructional Supplies
   (consumable items)

   Bulletin board and display supplies
     (craft paper, letters, tempera paints, etc.)
   Child craft materials
     (crayons, play-doh, flip charts, finger paints, newsprints)
   Educational games
     (basic nutrition, consumer education, child development)
   Grooming kits
     (for demonstrations only)
   Fabric and sewing notions for teaching basic clothing construction skills
     (finished product to become the property of the homemaking department)
   Fabrics for housing units
     (for window treatments, slip covers, simple upholstery demonstrations)

First aid and child care kits
Furniture refinishing kits
Lamination materials
Students manuals from educational kits
Official stationery and business cards
  (for Cooperative Education teachers only)

2. Teaching Aids

Basic pattern shells
Carpet samples
Curriculum guides and study guides
Educational charts
Fabric swatches
  (for the study of fiber, weave, texture, and color)
Film (camera) and film processing
Filmstrips
Flannel board and kit
Housing kits
Metric conversion kits
Mock-ups
Models
Notebooks for curriculum and study guide
Records
Single concept loop films
Slides and slide kits
Tapes (recorded or for recording)

3. Expendable, short-lived tools and instruments
(minor instructional equipment)

Aprons
Children's educational materials and toys
Drafting curves and t squares
Easels
Hand mixers
Hem markers
Paint brushes
Pressing equipment
Replaced dishes and glassware
Replacement parts for small equipment
  (not repair fees)
Sewing machine attachments and bobbins
Small hand tools
Variety or cutlery
Variety of scissors and shears

4. Technical library acquisitions
(not textbooks)

Bulletins and pamphlets
  (U.S. Government, Public Affairs, S.R.A., etc.)
Children's books
Consumer education kits

Journals
Magazines
Manuals, reference books
National Youth Club publications
Newspaper
Technical books

The following items are not approved for purchase using the $400 allowance:

Food
Air conditioners
Camera
Classroom sets of any reference book
Draperies
Furniture of equipment
Office telephone
Projectors
State adopted textbooks
Tape recorder
Typewriter

TEXAS EDUCATION AGENCY
DIVISION OF PUBLIC SCHOOL OCCUPATIONAL PROGRAMS

SCHOOL DISTRICT ____________________

REPORT ON EXPENDITURES FOR THE OPERATION OF APPROVED VOCATIONAL UNITS

COUNTY-DISTRICT NO. ____________________

CAMPUS ____________________

The 61st Legislature allocated an additional $400 of Foundation School Program funds annually for the current operation of each approved vocational education teacher unit. Operating expenses approved by the State Board consist of those categories appearing at the head of the following four columns. The $400 operating fund cannot be transferred from the unit to which it was allocated to any other unit. Funds allocated to two or more units in a multi-unit program on the same campus may be combined and used for the mutual benefit of all the units in the multi-unit program. For audit purposes, columns 1, 2, 3, and 4 should equal column 5.

Identify each instructional unit by program. (See Instruction 5)	Last Name of Teacher	*	Expenditures by categories paid from $400 State allocation				(5) Total Expenditures from $400 Allocation	(6) Total Expenditures from local funds
			(1) Instructional supplies	(2) Teaching Aids (Non-capital)	(3) Consumable tools and instruments	(4) Technical Library Acquisitions		

Total matching expenditures from local funds for all vocational units reported: $____________________

Total expenditures State and local reported: $____________________

Funds in current year's budget not expended: $____________________

NOTE: Vocational counselor and supervisor units are not included in calculating the allocation of operating funds.

*List strength of unit – 1 or ½, etc. for each teacher

(See instructions on reverse side)

Submit in duplicate by APRIL 1.

I hereby certify that the above expenditures have been actually incurred and properly accounted for, and the State allocation shown herein, supplements and does not replace local funds budgeted in the prior year for the operation of each unit listed.

____________________ Date ____________________
(Authorized School Official)

VOC-06TR7

WHITE: Division of Finance
PINK: Division of Public School Occupational Programs
CANARY: School's Copy

INFORMATION AND INSTRUCTIONS

1. The additional $400 of Foundation School Program funds are allocated to a school at the beginning of the school year as soon as the approved vocational teacher unit list has been prepared and certified to the Finance Division.

2. A school is paid as much of the $400 as it spends for the operation of each vocational unit. A special reporting form, entitled Report on Expenditures for the Operation of Approved Vocational Units, is to be submitted by the school to the Division of Public School Occupational Programs by APRIL 1 each school year in order to be eligible to receive these operating costs. Schools will receive their allocations from the Agency in ten increments as part of their regular M&O payments. Final adjustments will be made at the end of the school term.

3. Any portion of the $400 used for the operation of a unit must supplement, NOT REPLACE, local funds normally budgeted for the operation of the total vocational program. Local funds reported are those which relate directly to the instructional program and of the same categories as listed on State allocations. The grand total of local funds spent by April 1 must be reported in the space provided near the bottom of the report form, VOC-061R75. Individual unit local funds spent by April 1 are to be shown in column 6.

4. The school is to maintain records of itemized expenditures for each unit and is to retain such documents as necessary to evidence the payment of such expenditures.

5. All units for every campus should be grouped together. Examples - Homemaking: all useful in one group, all co-op in one group, all pre-lab in one group, all combination, etc. Agriculture: all production in one group, all pre-employment lab in one group, all co-op in one group, all combination, etc. List strength of unit in column provided.

6. Operating costs which may be paid from funds allocated to a unit are broken down into four categories by the departmental staff and are defined or explained as follows:

   a. Instructional supplies are consumable items used up in the course of instruction, such as welding rods, metal, cleaning compounds, paper, typewriter ribbons, chemicals, cleaning fluids, fabrics, and the like, but do not include food or beverage.

   b. Teaching aids are non-consumable items (other than capital equipment) which are used in facilitating instruction and which may include films, film strips, transparencies, models, mock-ups, service manuals, charts, and the like, but do not include cameras.

   c. Expendable, short-lived tools and instruments are for students' use, are of relatively low cost, have a life expectancy of two years or less, and which may be too fragile to withstand hard and continuous usage in shop or laboratory. Such items may include small hand tools, meters, sewing machine attachments, drafting instruments, and the like.

   d. Technical library acquisitions include technical books and manuals, reference books, consumer publications, and the like, but do not include textbooks.

References

1. Calhoun, Calfrey C. and Finch, Alton V. *Vocational and Career Education: Concepts and Operations*. Belmont, California: Wadsworth Publishing Company, 1976.

2. Knezevich, Stephen J. *Administration of Public Education*. New York: Harper and Row, Publishers, pp. 543-552, 1975.

3. Texas Education Agency. *Financial Accounting Manual--Bulletin 679*. Austin, Texas: Texas Education Agency.

4. Texas Education Agency. *Guide for Planning Vocational Programs in Local Education Agencies*. Austin, Texas: Texas Education Agency, p. 24, 1977.

5. Texas Education Agency. *Revised Guide for the Administration of Travel of Vocational Personnel in Texas*. Austin, Texas: Texas Education Agency, 1977.

6. Texas Education Agency. *Texas State Plan for Vocational Education*. Austin, Texas: Texas Education Agency, Department of Occupational Education and Technology.

7. Texas Education Agency. *Texas State Plan for Vocational Education*. Austin, Texas: Texas Education Agency.

8. U.S. Congress. *Education Amendments of 1976*. Public Law 94-142, 94th Congress, Title II.

9. U.S. Department of Health, Education, and Welfare. Office of Education. *Federal Register*. "Vocational Education, State Programs and Commissioner's Discretionary Programs: Rules and Regulations." Washington, D.C.: U.S. Government Printing Office, Vol. 42, No. 191, October 3, 1977.

10. U.S. Department of Health, Education, and Welfare. *Organization and Operation of a Local Program of Vocational Education*. Washington, D.C.: U.S. Office of Education, pp. 53-57, 1968.

PART III

LEARNER ACTIVITIES

Activity #1

Objectives: Using the attached budget information, determine the district's commitment to vocational education. In paragraph form, describe aspects of a philosophy of vocational education possibly held by the district as indicated by the budget. Support your remarks with evidence from the budget.

Setting: The Anytown Independent School District is located in a suburb of a large metropolitan area. The district has four high schools serving 12,722 students in grades 9 through 12. The vocational program serves 892 students in cooperative education and 1,912 in vocational homemaking education.

VOCATIONAL EDUCATION BUDGET
1977-1978

Salaries	
Vocational Teachers[1] (62)	$825,166
Vocational Administrator/Supervisor (2)	39,079
Vocational Counselors (3)	64,030
Capital Equipment	3,017
Travel[2]	
Vocational Teachers (62)	16,167
Vocational Administrator, Supervisor, Counselors (5)	1,300
Contracted Services	
Equipment Repairs	2,094
Consultants	800
Instructional Supplies	
Vocational Teachers[3] (62)	37,202
Vocational Administration (5)	3,272
TOTAL	$992,127

---

[1] Includes $1,300 above state minimum per teacher.
[2] Includes only local funds.
[3] Includes $400 per vocational teacher unit from the state.

Activity #1--Sample Answer

Objectives: Using the attached budget information, determine the district's commitment to vocational education. In paragraph form, describe aspects of a philosophy of vocational education possibly held by the district as indicated by the budget. Support your remarks with evidence from the budget.

Setting: The Anytown Independent School District is located in a suburb of a large metropolitan area. The district has four high schools serving 12,722 students in grades 9 through 12. The vocational program serves 892 students in cooperative education and 1,912 in vocational homemaking education.

Around 22 percent of the district's high school students are involved in vocational education. There is very little money budgeted for capital equipment. In addition, only cooperative education is offered, with the exception of regular vocational homemaking. This would indicate that the district does not feel the need to provide laboratory or shop-type courses in vocational education. This suggests the philosophy that cooperative programs can adequately meet the needs of those students desiring vocational education. It also suggests that the district does not want to expend the large amounts of money which would be necessary to finance the facilities for lab/shop classes.

The teachers salaries are well above the minimum guaranteed by the state. This is probably an indication that the district strives to attract the more highly competent and qualified teachers. Considering the number of students in the vocational education program, the district has hired an adequate, though not optimal, number of vocational administrators and vocational counselors.

The district does not have money budgeted for contracted education. This probably indicates that students with special vocational needs or interests are not being adequately served by the district.

The district provides about $200 per teacher for instructional supplies in addition to the $400 per teacher from the state. The travel money comes only from local funds, indicating that the district does not take funds from the state for this purpose. Since travel funds are comprised almost entirely of federal money it may be the philosophy of the district not to accept any federal money that is readily identifiable as such.

100

Activity #2

Objective: Using the Financial Accounting Manual (Bulletin 679) obtained from the school business office, explain the following accounting codes.

FUND	FUNC.	OBJ.	SUB.	ORG.	PUP. POP.	INST. AREA	ED SPAN
318	11	6111	00	001	T	22	U

Fund Code

31 ______________________________

8 ______________________________

Function Code

11 ______________________________

Object Code

6111 ______________________________

Organization Code

001 ______________________________

Pupil Population Code

T ______________________________

Instructional Area Code

22 ______________________________

Educational Span Code

U ______________________________

Activity #2--Sample Answer

Objective: Using the Financial Accounting Manual (Bulletin 679) obtained from the school business office, explain the following accounting codes.

FUND	FUNC.	OBJ.	SUB.	ORG.	PUP. POP.	INST. AREA	ED SPAN
318	11	6111	00	001	T	22	U

Fund Code

31 Adult Basic Education

8 FY 1978

Function Code

11 Instruction

Object Code

6111 Teacher's Salary

Organization Code

001 A High School Campus (000-039)

Pupil Population Code

T Adults Requiring Basic Education

Instructional Area Code

22 English as a Second Language

Educational Span Code

U Nongraded

Activity #3

Objectives: Using a copy of the "Guide for the Administration of Travel of Vocational Personnel in Public Schools," approve or disapprove the attached travel report.

Setting: As administrator in charge of vocational programs, you are responsible for supervising the travel of vocational teachers, administrators, supervisors, and counselors employed by your school district. Each month, these people submit two copies of their travel reports to you. It is your responsibility to check these reports and sign them so that reimbursement can be made.

Norm Howard, vocational agriculture teacher and FFA sponsor, has turned in the attached travel report to you. If there are mistakes in it which must be corrected before you can sign it to authorize reimbursement, mark these mistakes on the travel report and attach a memo to Mr. Howard to make the necessary corrections.

Answer the following questions:

1. What types of problems can arise if you sign the report with the mistakes on it?

2. Why should you send the report back to Mr. Howard for correction when it would be simpler and quicker to do it yourself?

Monthly Travel Report For Teachers and Coordinators of Occupational Education and Technology

Prepare in duplicate and submit monthly to local school administrator.

Name of Teacher or Coordinator: Mr. Norm Howard Month: May 1978

Name of School: Anytown High School Address: 2305 Oak Drive, Anytown, Texas

RECORD OF TRANSPORTATION AND DUTIES PERFORMED

Day of Month	Time Leave Hour-Min-M	Locations Visited, People Contacted, and Official Duties Performed	Time Arrive Hour-Min-M	Miles Traveled or Fares Paid
1	8:00a	Departed my home. Arrived Civic Center to participate in Area X Inservice Conference, conducted by Joe Thomas, Consultant, Texas Education Agency. Arrived home.	5:45p	4
5	1:30p	Departed headquarters. Delivered audiovisual equipment to Tom Anderson, agriculture teacher, at Big Town High School. Arrived headquarters.	2:30p	5
7	2:00p	Departed headquarters. Visited home of Bobby Jones. Worked with his father and Bobby in planning his production agriculture project. Arrived headquarters.	3:00p	8
12	5:15a	Departed Anytown. Arrived Lost City. Participated in Texas State Teachers Association State Meeting. (Registration fee receipt attached.)	8:00a	150
	4:00p	Departed Lost City. Arrived Anytown.	7:00p	150
18	8:30a	Departed Anytown. Arrived Lost City. Accompanied by Tom Sanders, Area X Vice President, Future Farmers of America. Participated in the Executive Committee meeting of Area X Future Farmers to plan program of work for the year. Meeting was conducted by Frank Simms, Area X Consultant.	11:00a	150
	5:00p	Departed Lost City Arrived Anytown.	8:15p	150
23	2:00p	Departed headquarters. Arrived at the public library to pick up film for use in Ag II class.	2:15p	5
	2:35p	Departed library. Arrived headquarters.	2:50p	5
24	9:00a	Departed Anytown. Arrived Hilton Hotel, Dallas. Participated in State Inservice Conference for Vocational Agriculture Teachers beginning at 1:00p. Conference under the direction of Mr. A. G. Marshall, Director, Agriculture Education, Texas Education Agency.	10:30a	75
25 - 27		Continued participation in State Inservice Conference with Director, A. G. Marshall.		
27	1:30p	Departed Hilton Hotel, Dallas. Arrived Anytown.	3:20p	75

(over)

* Inter-city bus, airplane, or railroad, – receipts required

RECORD OF TRANSPORTATION AND DUTIES PERFORMED (CONTINUED)

Day of Month	Time Leave Hour-Min-M	Locations Visited, People Contacted, and Official Duties Performed	Time Arrive Hours-Min-M	Miles Traveled or Fares Paid*

TO BE FILLED OUT BY PERSONS CLAIMING PER DIEM ALLOWANCE IN STATE

LEAVE HEADQUARTERS				ARRIVE HEADQUARTERS				DAYS ON TRAV	AMOUNT	LEAVE HEADQUARTERS				ARRIVE HEADQUARTERS				DAYS ON TRAV	AMOUNT
Date	Hour	Min	m	Date	Hour	Min	m			Date	Hour	Min	m	Date	Hour	Min	m		
1	8	00	a	1	5	45	p		5.00	17				17					
2				2						18	8	30	a	18	8	15	p		11.00
3				3						19				19					
4				4						20				20					
5				5						21				21					
6				6						22				22					
7				7						23				23					
8				8						24	9	00	a	24				3/4	22.50
9				9						25				25				1	30.00
10				10						26				26				1	30.00
11				11						27				27	3	20	p	3/4	22.50
12	5	15	a	12	7	00	p		15.00	28				28					
13				13						29				29					
14				14						30				30					
15				15						31				31					
16				16						Total Claimed for In State allowance									136.00

ACTUAL EXPENSE SCHEDULE FOR OUT-OF-STATE TRAVEL ONLY

DATE	NO. FULL DAYS	NO. QUARTER DAYS	RATE PER DAY	MEALS	LODGING	TOTAL	DATE	NO. FULL DAYS	NO. QUARTER DAYS	RATE PER DAY	MEALS	LODGING	TOTAL
[redacted]								TOTAL EXPENSES CLAIMED ABOVE					$

Registration fee for TSTA Meeting $ 10.50

Total fares paid for travel by bus, airplane or railroad . . . . $______

Total car mileage, 777 miles at 18¢ per mile . . . . $ 139.86

Total per diem claimed for in-state travel . . . . $ 136.00

Total per diem claimed for out-of-state travel . . . . $ 286.36

Total Official Travel Expense for This Month . . . . $______

Total for the Year (Including This Month) . . . . $______

I certify that the above expenses are true and correct and were incurred by me in the performance of my official duties in accordance with policies of my Board of Education and according to Regulations on Reimbursable Vocational Teacher Travel established by the Texas Education Agency.

105 Norm Edward

Approved by: ____________________ (School Administrator)

(~~Supervisor, Coordinator or~~ Teacher)

TEA – 183

VOC-030R75

TEXAS STATE TEACHERS ASSOCIATION

Received from Norm Howard

Ten and 50/100 Dollars
100

Registration Fee: $5.00 Luncheon: $5.50

$10.50

Marsha Lucas
Treasurer, TSTA

Activity #3--Sample Answer

Objectives: Using a copy of the "Guide for the Administration of Travel of Vocational Personnel in Public Schools," approve or disapprove the attached travel report.

Setting: As administrator in charge of vocational programs, you are responsible for supervising the travel of vocational teachers, administrators, supervisors, and counselors employed by your school district. Each month, these people submit two copies of their travel reports to you. It is your responsibility to check these reports and sign them so that reimbursement can be made.

Norm Howard, vocational agriculture teacher and FFA sponsor, has turned in the attached travel report to you. If there are mistakes in it which must be corrected before you can sign it to authorize reimbursement, mark these mistakes on the travel report and attach a memo to Mr. Howard to make the necessary corrections.

Answer the following questions:

1. What types of problems can arise if you sign the report with the mistakes on it?

   Signing the travel report authorizes reimbursement to the vocational teacher. The travel report itself is not sent in to the Texas Education Agency but it is kept on file in the district's business office. The administrator in charge of vocational programs makes a quarterly report to the TEA and then the district is reimbursed. Vocational personnel are usually reimbursed on a monthly basis. Like other reports, both the teacher's monthly travel reports and the district's quarterly reports are subject to audit. Should there be mistakes in either which cause overpayment to the district, this money must be paid back.

2. Why should you send the report back to Mr. Howard for correction when it would be simpler and quicker to do it yourself?

   Vocational personnel must be very knowledgable of the travel regulations. Correcting mistakes in the travel report helps them remember these regulations. Fewer mistakes will be made in the long run if people are required to turn in neat, accurate reports.

DATE: May 23, 1978

TO: Norm Howard

FROM: Bob Anthony

SUBJECT: May Travel Report

Norm, I have marked several items on the attached travel report which need to be corrected. After consulting your travel regulations, if you still have questions, please feel free to call me.

Monthly Travel Report For Teachers and Coordinators of Occupational Education and Technology

Prepare in duplicate and submit monthly to local school administrator.

Name of Teacher or Coordinator: Mr. Norm Howard **Month:** May 1978

Name of School: Anytown High School **Address:** 2305 Oak Drive, Anytown, Texas

RECORD OF TRANSPORTATION AND DUTIES PERFORMED

Day of Month	Time Leave Hour-Min-M	Locations Visited, People Contacted, and Official Duties Performed	Time Arrive Hour-Min-M	Miles Traveled or Fares Paid
1	8:00a	Departed my home. Arrived Civic Center to participate in Area X Inservice Conference, conducted by Joe Thomas, Consultant, Texas Education Agency. Arrived home.	5:45p	4
5	1:30p	Departed headquarters. Delivered audiovisual equipment to Tom Anderson, agriculture teacher, at Big Town High School. Arrived headquarters.	2:30p	5
7	2:00p	Departed headquarters. Visited home of Bobby Jones. Worked with his father and Bobby in planning his production agriculture project. Arrived headquarters.	3:00p	8
12	5:15a	Departed Anytown. Arrived Lost City. Participated in Texas State Teachers Association State Meeting. (Registration fee receipt attached.)	8:00a	150
	4:00p	Departed Lost City. Arrived Anytown.	7:00p	150
18	8:30a	Departed Anytown. Arrived Lost City. Accompanied by Tom Sanders, Area X Vice President, Future Farmers of America. Participated in the Executive Committee meeting of Area X Future Farmers to plan program of work for the year. Meeting was conducted by Frank Simms, Area X Consultant.	11:00a	150
	5:00p	Departed Lost City Arrived Anytown.	8:15p	150
23	2:00p	Departed headquarters. Arrived at the public library to pick up film for use in Ag II class.	2:15p	5
	2:35p	Departed library. Arrived headquarters.	2:50p	5
24	9:00a	Departed Anytown. Arrived Hilton Hotel, Dallas. Participated in State Inservice Conference for Vocational Agriculture Teachers beginning at 1:00p. Conference under the direction of Mr. A. G. Marshall, Director, Agriculture Education, Texas Education Agency.	10:30a	75
25 - 27		Continued participation in State Inservice Conference with Director, A. G. Marshall.		
27	1:30p	Departed Hilton Hotel, Dallas. Arrived Anytown.	3:20p	75

(over)

* Inter-city bus, airplane, or railroad, — receipts required

RECORD OF TRANSPORTATION AND DUTIES PERFORMED (CONTINUED)

Day of Month	Time Leave Hour-Min-M	Locations Visited, People Contacted, and Official Duties Performed	Time Arrive Hours-Min-M	Miles Traveled or Fares Paid*

TO BE FILLED OUT BY PERSONS CLAIMING PER DIEM ALLOWANCE IN STATE

	LEAVE HEADQUARTERS				ARRIVE HEADQUARTERS				DAYS ON TRAV	AMOUNT	LEAVE HEADQUARTERS				ARRIVE HEADQUARTERS				DAYS ON TRAV	AMOUNT
	Date	Hour	Min	m	Date	Hour	Min	m			Date	Hour	Min	m	Date	Hour	Min	m		
?	1	8	00	a	1	5	45	p		5.00	17				17					
	2				2						18	6	30	a	18	8	15	p		11.00
	3				3						19				19					
	4				4						20				20					
	5				5						21				21					
	6				6						22				22					
	7				7						23				23					
	8				8						24	9	00	a	24				3/4	22.50
	9				9						25				25				1	30.00
	10				10						26				26				1	30.00
	11				11						27				27	3	20	p	3/4	22.50
?	12	5	15	a	12	7	00	p		15.00	28				28					
	13				13						29				29					
	14				14						30				30					
	15				15						31				31					
	16				16						Total Claimed for In State allowance									136.00

ACTUAL EXPENSE SCHEDULE FOR OUT-OF-STATE TRAVEL ONLY

DATE	NO. FULL DAYS	NO. QUARTER DAYS	RATE PER DAY	MEALS	LODGING	TOTAL	DATE	NO. FULL DAYS	NO. QUARTER DAYS	RATE PER DAY	MEALS	LODGING	TOTAL
									TOTAL EXPENSES CLAIMED ABOVE				$

Registration fee for TSTA Meeting $ 10.50 X
Total fares paid for travel by bus, airplane or railroad . . . . $______
Total car mileage, 777 miles at 18¢ per mile . . . . $ 139.86
Total per diem claimed for in-state travel . . . . $ 136.00
Total per diem claimed for out-of-state travel . . . . $ 286.36 X
Total Official Travel Expense for This Month . . . . $______
Total for the Year (Including This Month) . . . . $______

I certify that the above expenses are true and correct and were incurred by me in the performance of my official duties in accordance with policies of my Board of Education and according to Regulations on Reimbursable Vocational Teacher Travel established by the Texas Education Agency.

110

Neen Edward
(~~Supervisor, Coordinator or~~ Teacher)

Approved by: ______________________
(School Administrator)

TEA - 183

VOC-03-R75

Not a reimbursable expense

TEXAS STATE TEACHERS ASSOCIATION

Received from Norm Howard

Ten and 50/100 100 Dollars

Registration Fee: $5.00 Luncheon: $5.50

$10.50

Marsha Lucas
Treasurer, TSTA

Activity #4

Objective: Develop a plan or strategy for staff participation in the budget-making process. Include a copy of any form(s) you devise for this purpose.

Setting: The Nova Independent School District has three high schools serving 9,782 students. There are 2,582 students in vocational programs. As Assistant Superintendent, you have responsibility for developing the proposed budget for the vocational education program. There are 2 vocational supervisors, 3 vocational counselors, and 51 vocational teachers.

Activity #4--Sample Answer

Objective: Develop a plan or strategy for staff participation in the budget-making process. Include a copy of any form(s) you devise for this purpose.

Setting: The Nova Independent School District has three high schools serving 9,782 students. There are 2,582 students in vocational programs. As Assistant Superintendent, you have responsibility for developing the proposed budget for the vocational education program. There are 2 vocational supervisors, 3 vocational counselors, and 51 vocational teachers.

Since the district has a large number of vocational personnel, it would not be feasible to talk with each teacher concerning his/her budgetary needs for the coming year. However, in order to achieve staff participation in developing the budget, the administrator can devise a form so that each person can be a part of this important process. At the regular monthly meeting of the vocational teachers' organization, the administrator can pass out this form and discuss it briefly; or he can send one to each teacher with a memo of explanation.

The following memo might be used:

TO:
FROM:
SUBJECT: The Vocational Budget

We are in the process of developing the budget for next year. Please indicate on the attached form the capital outlay items which you consider high priority for your program. Note that "additional" equipment and "replacement" equipment are listed separately.

Also project the amount, including the $400 per teacher allocation, which you will need for instructional supplies for next year.

Please sign the form and return it to me no later than March 28. Your help is greatly appreciated.

CAPITAL OUTLAY REQUESTS
for
1978-79 School Year

Capital Outlay items include any equipment which cost $50.00 or more plus has a serial number or can be engraved with an identification number. Example: a mixer ($15.00 to $45.00) is not a Capital Outlay item, but an Oster Kitchen Center ($125.00) is in this category.

Please list items in order of priority to your program. Include additional equipment in the first section and replacement items in the second section.

Return before MARCH 28.

I. ADDITIONAL EQUIPMENT - These are new items you do not have and have never had.

TOTAL ______________

II. REPLACEMENT:

TOTAL ______________

My recommendation for instructional supply budget is ________________

Teacher: ________________________ School: ________________________

PART IV

SELF-ASSESSMENT ANSWER KEY

Self-Assessment

Directions: Circle the letter (or letters) of the correct answer(s).

1. Which state law established the Foundation School Program?

   a. Smith-Hughes.
   b. Senate Bill 1.
   c. House Bill 1126.
   d. Gilmer-Aikin.

2. Circle the two sources of money for the Foundation School Program.

   a. Federal legislation.
   b. Available School Fund.
   c. Foundation Program Fund.
   d. Tax Clearance Fund.

3. Funds from the Foundation School Program are used for

   a. personnel salaries.
   b. maintenance and operations.
   c. pupil transportation.
   d. construction of new facilities.
   e. certain categorical programs.

4. A "budget balanced" district is one which

   a. expends no more money than it has available in its budget.
   b. has an excess of revenues over expenditures.
   c. receives no money from the Foundation Program Fund but still receives its per student allocation from the Available School Fund.
   d. receives no federal funds.

5. Money generated locally for education from ad valorem taxes is often used for

   a. textbooks.
   b. school buildings and equipment.
   c. additional personnel.
   d. increases in salaries above the state minimum.
   e. expansion of programs.

6. Use of funds from federal acts supporting vocational education requires that

   a. each revenue source have separate and identifiable accounting records.
   b. no funds be commingled with other state and federal funds.
   c. local and state revenues be used to match federal expenditures.
   d. funds go directly to local school districts.

7. Title II of the 1976 Education Amendments requires certain proportions of the basic, block grant to the state be "set aside" for

   a. coordination of manpower programs.
   b. programs and services for disadvantaged persons,
   c. local administration.
   d. postsecondary vocational education.
   e. programs and services for handicapped persons.

8. The $400 operating allowance for vocational education teacher units cannot be used for which one of the following categories:

   a. instructional supplies.
   b. capital equipment.
   c. consumable (short-lived) tools and instruments.
   d. teaching aids.
   e. technical library materials.

Directions: Circle "T" if the statement is true or "F" if the statement is false.

T F 1. Federal funds for vocational education are ordinarily channeled to local districts through the state government.

T F 2. Revenue from federal sources may be used to reduce or supplant the amount budgeted locally for vocational education.

T F 3. A continually increasing level of federal "seed money" and the "matching funds principle" have encouraged additional financial support for vocational education from the states and local school districts.

T F 4. To receive approval and subsequent funding of regular secondary vocational education programs, local districts must submit an annual application to the Department of Occupational Education and Technology at the Texas Education Agency.

117

T F 5. Funds are distributed at the state level to local districts for approved programs based on their "relative ability to provide resources."

T F 6. Local education agencies that are unable to pay the nonfederal share of the cost of establishing new vocational education programs must be denied funds for these programs.

T F 7. Unlike regular classroom teachers whose salaries are paid from funds in the Foundation School Program, all vocational teachers are paid entirely from federal funds.

T F 8. A school district beginning a *new* program to prepare students for gainful employment may receive reimbursement for approved basic instructional equipment, provided funds are available.

T F 9. Staff participation should be a part of the budget-making process.

T F 10. *Bulletin 679* is the manual developed by the Texas Education Agency to provide guidelines for the administration of vocational programs at the secondary level.

T F 11. The Texas Education Agency requires that local districts hire public accountants to audit their fiscal records annually and that the findings of the audit be reported to the Agency.

T F 12. Vocational personnel who are on contract to be paid from federal funds must be counted in computing the pupil-teacher ratio for a district.

T F 13. Vocational teachers must file quarterly travel reports with the Texas Education Agency.

T F 14. Vocational personnel may be reimbursed up to 18¢ a mile and $30.00 per diem for approved travel.

T F 15. All vocational personnel receive the same travel allocations.

T F 16. Travel to "pick up" and/or "deliver" materials and supplies is not reimbursable.

T F 17. Vocational teachers receive a special operating allowance ($400 per teacher unit) as provided for their programs by the Texas Legislature.

Answer Key

Directions: Circle the letter (or letters) of the correct answer(s).

1. Which state law established the Foundation School Program?

   a. Smith-Hughes.
   b. Senate Bill 1.
   c. House Bill 1126.
   [✓ d.] Gilmer-Aikin.

2. Circle the two sources of money for the Foundation School Program.

   a. Federal legislation.
   [✓ b.] Available School Fund.
   [✓ c.] Foundation Program Fund.
   d. Tax Clearance Fund.

3. Funds from the Foundation School Program are used for

   [✓ a.] personnel salaries.
   [✓ b.] maintenance and operations.
   [✓ c.] pupil transportation.
   d. construction of new facilities.
   [✓ e.] certain categorical programs.

4. A "budget balanced" district is one which

   a. expends no more money than it has available in its budget.
   [✓ b.] has an excess of revenues over expenditures.
   [✓ c.] receives no money from the Foundation Program Fund but still receives its per student allocation from the Available School Fund.
   d. receives no federal funds.

5. Money generated locally for education from ad valorem taxes is often used for

   a. textbooks.
   [✓ b.] school buildings and equipment.
   [✓ c.] additional personnel.
   [✓ d.] increases in salaries above the state minimum.
   [✓ e.] expansion of programs.

6. Use of funds from federal acts supporting vocational education requires that

[✓ a.] each revenue source have separate and identifiable accounting records.
[✓ b.] no funds be commingled with other state and federal funds.
[✓ c.] local and state revenues be used to match federal expenditures.
d. funds go directly to local school districts.

7. Title II of the 1976 Education Amendments requires certain proportions of the basic, block grant to the state be "set aside" for

a. coordination of manpower programs.
[✓ b.] programs and services for disadvantaged persons,
c. local administration.
[✓ d.] postsecondary vocational education.
[✓ e.] programs and services for handicapped persons.

8. The $400 operating allowance for vocational education teacher units cannot be used for which one of the following categories:

a. instructional supplies.
[✓ b.] capital equipment.
c. consumable (short-lived) tools and instruments.
d. teaching aids.
e. technical library materials.

Directions: Circle "T" if the statement is true or "F" if the statement is false.

[✓ T] F 1. Federal funds for vocational education are ordinarily channeled to local districts through the state government.

T [✓ F] 2. Revenue from federal sources may be used to reduce or supplant the amount budgeted locally for vocational education.

[✓ T] F 3. A continually increasing level of federal "seed money" and the "matching funds principle" have encouraged additional financial support for vocational education from the states and local school districts.

[✓ T] F 4. To receive approval and subsequent funding of regular secondary vocational education programs, local districts must submit an annual application to the Department of Occupational Education and Technology at the Texas Education Agency.

[✓ T] F 5. Funds are distributed at the state level to local districts for approved programs based on their "relative ability to provide resources."

T [✓ F] 6. Local education agencies that are unable to pay the nonfederal share of the cost of establishing new vocational education programs must be denied funds for these programs.

T [✓ F] 7. Unlike regular classroom teachers whose salaries are paid from funds in the Foundation School Program, all vocational teachers are paid entirely from federal funds.

[✓ T] F 8. A school district beginning a new program to prepare students for gainful employment may receive reimbursement for approved basic instructional equipment, provided funds are available.

[✓ T] F 9. Staff participation should be a part of the budget-making process.

T [✓ F] 10. Bulletin 679 is the manual developed by the Texas Education Agency to provide guidelines for the administration of vocational programs at the secondary level.

[✓ T] F 11. The Texas Education Agency requires that local districts hire public accountants to audit their fiscal records annually and that the findings of the audit be reported to the Agency.

T [✓ F] 12. Vocational personnel who are on contract to be paid from federal funds must be counted in computing the pupil-teacher ratio for a district.

T [✓ F] 13. Vocational teachers must file quarterly travel reports with the Texas Education Agency.

[✓ T] F 14. Vocational personnel may be reimbursed up to 18¢ a mile and $30.00 per diem for approved travel.

T [✓ F] 15. All vocational personnel receive the same travel allocations.

[✓ T] F 16. Travel to "pick up" and/or "deliver" materials and supplies is not reimbursable.

[✓ T] F 17. Vocational teachers receive a special operating allowance ($400 per teacher unit) as provided for their programs by the Texas Legislature.

IVA IMPROVING VOCATIONAL ADMINISTRATION

UNIT ONE

UNIT ONE

FEDERAL LEGISLATION AFFECTING VOCATIONAL EDUCATION

Table of Contents

Introduction

PART I.

Description 1

Goal 1

Objectives 1

Suggested Instructional Activities 2

Definition of Terms 4

PART II.

Resource Readings 9

The Federal Government and Vocational Education
Major Vocational Education Legislation
Other Federal Legislation Affecting Vocational Education

References 31

PART III.

Self-Assessment 35

Answer Key 39

INTRODUCTION

Legislation most clearly reveals the history of vocational education. It reflects the growth and development of a national program from five million dollars in 1920 to over several billion dollars in 1970. It also provides a basis for looking at the future. As Nystrom (1973) so aptly stated:

> The real value in studying legislation, both past and present, is not in memorizing the section and subsections of the various laws, but rather in being able to predict future trends and to utilize these predictions in the program planning function.

Federal legislation has not only helped to finance vocational education in the United States; it has also established priorities of service and standards of service. In addition, it has tended to shape the nature of state and local programs in important ways. Because federal legislation continues to exert a strong influence upon vocational education, it is necessary for those who plan and conduct these programs to be acquainted with the purposes and provisions of the major laws which affect local programs.

PART I

DESCRIPTION
GOAL
OBJECTIVES
SUGGESTED INSTRUCTIONAL ACTIVITIES
DEFINITIONS

FEDERAL LEGISLATION AFFECTING VOCATIONAL EDUCATION

Description

This unit presents an overview of federal legislation affecting vocational education. Attention will be focused on the Smith-Hughes Act, the Vocational Education Act of 1963, and the 1968 and 1976 Educational Amendments.

Goal

The learner will analyze the historical development of vocational education through the federal legislation which shaped it.

Objectives

Specifically, the learner will:

1.1 Develop a rationale for federal involvement in vocational education.

1.2 Describe the role of the federal government in vocational education.

1.3 Explain the purpose and function of the state plan for vocational education.

1.4 Analyze the significance of the following federal legislation on vocational education.

  1.41 Smith-Hughes Act of 1917

  1.42 Vocational Education Act of 1963

  1.43 Vocational Education Amendments of 1968

  1.44 Education Amendments of 1976

1.5 State the significance of other federal education legislation affecting vocational education.

  1.51 Morrill Act of 1862

  1.52 George-Barden Act of 1946

1.53 Health Amendments Act of 1956

1.54 National Defense Education Act of 1958

1.55 Manpower Development and Training Act of 1962

1.56 Elementary and Secondary Education Act of 1965, as amended in 1978

1.57 Comprehensive Employment and Training Act of 1973, as amended in 1978

1.58 Education of All Handicapped Children Act of 1975.

Suggested Instructional Activities

1. For institutions designated as depositories of government documents, the government documents library can provide a meaningful learning experience for the student. Have each student become familiar with the following:

A. Public Law 94-482, Title II: Vocational Education

B. Senate Report 94-882 (Legislative history section)

C. Code of Federal Regulations (CFR) - Title 20

D. House Conference Report No. 94-1701

E. Federal Register, October 3, 1977, Part VI: Rules and Regulations - Vocational Education.

Divide the class into five small groups, and have each group report on the items listed in A through E. Explanation should include purpose of the document, content, implications for vocational education, and position or function within the legislative framework.

2. Provide copies of resource readings to each student as an outside reading assignment in support of class discussion. Have each student complete the unit assessment prior to the discussion period. Discuss the unit objectives and critique the unit assessment with the class.

127

3. Require each student to identify and summarize five current articles on vocational legislation or history.

4. If an individual study approach is desired for this unit some topics for research papers may include:

    - The identification of social, political, and economic conditions influencing the enactment of major federal legislation.
    - The role of the American Vocational Association in shaping vocational legislation.
    - An analysis of the role of national advisory bodies with regard to the enactment of vocational legislation.

5. Have each student write his/her Congressman and request a copy of P.L. 94-482. Utilize this document in analyzing the current implications of legislation on vocational education.

6. Have the class visit the State Education Agency or have a consultant or director from the SEA visit the class to discuss the roles and responsibilities of the SEA in the enactment of vocational legislation through the state plan for vocational education.

Definition of Terms

The following terms are defined as they are used in the supporting materials for this unit:

- Appropriation means the setting aside of a designated sum of money for a specified purpose.
- Authorization refers to the maximum amount of money which may be appropriated for a specified purpose.
- Allocation is the apportionment of an appropriated sum to a particular organization or purpose.
- Vocational education means organized educational programs which are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.
- Disadvantaged refers to persons (other than handicapped persons) who (1) have academic or economic disadvantages; and (2) require special services, assistance, or programs in order to enable them to succeed in vocational education programs.
- Academic disadvantaged identifies a person who (1) lacks reading and writing skills; (2) lacks mathematical skills; or (3) performs below grade level.
- Economic disadvantaged refers to a person who meets any one of the following criteria: (1) family income is at or below the national poverty level; (2) he/she or parent(s) is unemployed: (3) he/she or parent is the recipient of public assistance; or (4) he/she is institutionalized or under state guardianship.
- Handicapped means a person who is mentally retarded; hard of hearing; deaf; speech impaired; visually handicapped; seriously

emotionally disturbed; orthopedically impaired; or persons with specific learning disabilities; and who by reason of the above require special education and related services, and cannot succeed in the regular vocational education program without special educational assistance; or requires a modified vocational education program.

PART II

RESOURCE READINGS
REFERENCES

THE FEDERAL GOVERNMENT AND VOCATIONAL EDUCATION

The federal government has encouraged and supported education from its earliest beginnings. Vocational education was one of the first areas of education to directly benefit from federal funds made available under legislation intended to stimulate its growth and development. The Morrill Act of 1862 is often cited as the beginning of the federal relationship to vocational education. This piece of legislation established land grant colleges for the study of agriculture and the mechanical arts. As the need grew for trained manpower in the nation's rising economy, the supply of immigrating skilled workers from abroad diminished. These events led to efforts by education, business, and labor leaders which culminated in the passage of the Smith-Hughes Act in 1917. This act provided the first form of categorical funding for local programs of vocational education transmitted through state channels. During the ensuing years, a number of federal laws were enacted relating to vocational education. Constitutional provisions place the control of education with the states. Therefore, all of the federal laws include certain common features which respect this relationship.

The Rationale for Federal Involvement in Vocational Education

The general welfare provisions in the Constitution lend credence to the involvement of the federal government in vocational education. An effective program of vocational education contributes to the nation's economic welfare by supplying and training effective workers so essential to the economic and social progress of the country. In addition, vocational education represents a vital force in national security. National defense is as dependent upon a competent well-trained work force as it is upon any other single element in the defense system. Vocational education amply demonstrated its capacity to serve the nation in times of crisis by meeting the production challenges of

World War II and Korea. Today vocational education's peacetime contributions play an equally important role in maintaining the world balance of power. It it easy, therefore, to understand the concerns of the federal government for the extent and quality of vocational education.

The Relationship between Federal, State, and Local Controls

Historically the primary responsibility for education has always rested with the individual states. Furthermore, within the states, there has been a strong tradition for keeping the operation of educational programs under local control. Federal vocational legislation has recognized these legal and traditional provisions and has been structured to reside within this framework.

The federal government has acted to stimulate, encourage, lead, and maintain quality standards for vocational education by working with state education agencies. The state agencies, in turn, have assumed responsibility for program development and direction, in cooperation with local school district. And local districts have generally initiated and operated the actual programs of instruction.

The State Plan for Vocational Education

The state plan for vocational education is the vehicle for conducting the coordinated federal-state-local program. The state plan concept was embodied in the Smith-Hughes Act, and has been a significant feature of all subsequent vocational legislation. Each state desiring federal funds must submit a state plan to the U.S. Commission of Education for approval. This plan describes in detail the administration and operation of all vocational programs to be conducted by the state.

More than a compliance document for federal funds, the state plan today represents a planning tool for state and local administrators. It is a projection of the ensuing five-year vocational program for the state. In addition the state plan serves a variety of other purposes:

1. It represents a contract between state and federal authorities.
2. It acts as the official guide for state administrative and supervisory staffs.
3. It provides local education agencies with directive information for organizing and administering their vocational programs in compliance with federal and state regulations.
4. It insures program continuity during changing administrations.
5. It identifies certification requirements for vocational teachers which are vitally important to teacher-training institutions.
6. It provides the legal basis for administrative decision making at both the federal and state level.

The use of a state plan as a viable tool for coordination, planning, and contract has not been limited to vocational education. As a result of its demonstrated success relative to vocational education, it has been included in subsequent federal legislation such as the National Defense Education Act of 1958 and the Education for the Handicapped Act of 1976. As an administrator responsible for vocational programs, it is imperative that thorough knowledge of the state plan for vocational education be a part of your training.

The Local Program and Federal Legislation

Local educational leaders must be well versed on the principal features of federal legislation which affects the financial support of their programs. Although the state has responsibility for the conduct of the legislative provisions, local officials need to be aware of the effect such legislation has on their programs.

For nearly 50 years, the Smith-Hughes Act was the major piece of federal legislation affecting vocational education. Subsequent acts increased the scope of this legislation somewhat, but primarily increased the dollars associated with it. In recent years, a number of important congressional enactments have given new support and responsibilities to vocational education programs. However, the essential elements of (1) matching funds, (2) a state plan, and (3) designation of a sole state agency for program administration have been retained.

MAJOR VOCATIONAL EDUCATION LEGISLATION

Smith-Hughes Act

The Smith-Hughes Act is the basic federal vocational education act, passed in 1917, which established the principles of federal financial aid and cooperation with the states in promoting public vocational education in agriculture, trades and industry, and home economics for persons aged 14 and over but not leading to the baccalaurate degree.

The Smith-Hughes Act was an automatic appropriation bill, providing a grant in perpetuity to the states of approximately 7.2 million dollars annually. It differs from modern vocational education legislation, which does not provide for permanent appropriation. Modern legislation is enabling legislation, authorizing federal grants for states to help support and develop vocational education programs.

To participate in the benefits of the Smith-Hughes Act, the states were required to create or designate a state board for vocational education; prepare a state plan showing the programs they intended to provide under the act; make an annual report to the Federal Board for Vocational Education showing the work done during the year and the receipt and expenditure of the money; and provide the program only in schools under public supervision or control. The minimum age requirement for students was 14 years (Nystrom, 1973, pp. 10-14).

The money for agricultural education was allocated to the states on the basis of the ratio of the state's rural population to the total U.S. rural population. Urban population was used as the basis for allocations for trade and industrial and home economics education, and total population was used as the basis for distribution of the teacher-training funds.

Other early legislation for vocational education was primarily amendments to the Smith-Hughes Act. Such legislation either added new occupational funding to categories already established by Smith-Hughes Act or authorized additional funds beyond those provided by the Smith-Hughes Act (Ellis, 1972).

Vocational Education Act of 1963

The VEA of 1963 was the first modernization and revitalization of the national program in five decades. It focused on services to people--meeting the needs of individuals--in contrast to prior acts which only provided for training personnel in a few occupational categories. The effect of this shift in emphasis was to remove artificial barriers to flexibility in student programming, which had developed through the use of occupational categories. The intent of the new act was to provide services to people without respect to predetermined occupational groupings. Occupations designated as professional occupations (usually those requiring a baccalaureate degree) were not to be included among the occupations for which training was to be provided. With this exception, the act suggested, in effect, that if a training need existed, funds were available to take care of the need.

The impetus for this modern legislation was supplied by President John F. Kennedy's initiation of a major study to evaluate the federal vocational education program. The final evaluation report, entitled "Education for a Changing World of Work," contained recommendations that the local-state-federal partnership increase support in several areas. Congress in turn incorporated many of these recommendations into the new legislation. For the first time, federal vocational education funds were authorized for the construction of new area vocational education schools. Demonstration and research projects were also authorized to help improve the quality of vocational training.

In addition, the 1963 Act provided for the establishment of an Advisory Council on Vocational Education to review and evaluate vocational education programs in 1966. In 1968 the Council's first report was published. It identified major shortcomings in the implementation of two major objectives of the 1963 Act--first, in preparing students for the world of work and, second in paying particular attention to those students with special needs. The council found that only 25 percent of all high school students were enrolled in vocational education, while only 20 percent achieved a full college education. In other words, almost 60 percent of all high school students entered the world of work without formal preparation to hold a job. Further data indicated that more than half of the high school students who did receive vocational training, were being trained in agriculture and home economics, although opportunities in the former were dwindling and the latter was primarily a nonremunerative employment field.

In an effort to rectify the problems identified by the Advisory Council, the Congress enacted major amendments to VEA of 1963 which revised and expanded the federal vocational education program. These amendments established a permanent authorization for the basic state grant programs in vocational education, and these authorizations were increased from 225 million dollars in FY 69 to 565 million dollars in FY 75.

Vocational Education Amendments of 1968

The 1968 Amendments specifically identified students with special educational needs, changing the general category of "special needs" in the 1963 Act into two select groups, disadvantaged vocational students and physically and mentally handicapped vocational students. In addition, various percentages of the vocational education basic grant funds were earmarked to be used for these two select groups.

Congress also created several new categorical programs with the 1968 Amendments to help make vocational education more relevant to the job market needs of the students and the nation and to emphasize the relationship between education and employment. These new programs included cooperative education, exemplary programs, curriculum development, and special programs for the disadvantaged.

The requirement for separate matching of funds purpose-by-purpose under the VEA of 1963 was removed by the 1968 Amendments. This marked a new approach for the expenditure of federal funds. Previous legislation had specified 23 purposes and four percentage expenditure requirements which required separate matching funds by purpose. The 1968 amendments consolidated all of these separate matching programs into one overall statewide matching program. This consolidation allowed state boards more flexibility by permitting them to initiate new programs by investing up to 100 percent in a single new program. School districts and other areas of the state could then absorb the differences, or the state could provide the funds where the local school district could not afford the matching dollars. It also enabled economically depressed local districts to start new programs which they were previously unable to do due to a lack of matching funds. Lastly, the consolidation helped large cities and local educational agencies to use statewide funds for local and city matching requirements.

The 1968 Amendments created a National Advisory Council on Vocational Education and required the appointment of a State Advisory Council as a condition of state eligibility for the receipt of federal funds. The emphasis here was to provide greater participation of a broad spectrum of persons interested in vocational education in the planning and evaluation of state vocational education programs.

Prior to the passage of the 1976 amendments, legislative action on vocational education was limited to simple extensions of the programs established and extended by the 1968 amendments and by technical amendments. The Education Amendments of 1974 also established a new bilingual vocational program which trained persons with limited English-speaking ability.

Education Amendments of 1976

In 1976, Congress added several new clauses to the declaration of purpose of the 1976 Amendments while reaffirming the purposes of the 1963 and 1968 Acts. One new purpose identified was that of improved state planning of the vocational education program. The emphasis was on the involvement of a wide range of interested agencies and individuals and the use of all available resources for improving vocational education and manpower training.

A second purpose was to help states overcome sex discrimination and sex stereotyping in their vocational education programs, thereby furnishing equal educational opportunities in vocational education to persons of both sexes. Other purposes of the act included:

1. The extension, improvement, and maintainence of existing programs of vocational education,
2. The development of new programs of vocational education, and
3. Part-time employment for youths who need the earnings from such employment to continue their vocational training on a full-time basis.

To carry-out the purposes of the legislation, the 1976 Amendments have been organized into two parts: Part A "State Vocational Education Programs" and Part B "National Programs." Both parts have been further subdivided into subparts which identify specific programs, activities, and fund allocations in support of the intentions of Congress.

Part A of Title II of the 1976 Education Amendments is composed of the following subparts:

Subpart 1: General Provisions — This subpart contains procedures for the authorization of appropriations, the allotments among states, state administration, state and local advisory councils, general application, five-year state plans, annual program plans and accountability reports, submission of plans, national priority programs, payments to states, and federal and state evaluations.

Subpart 2: Basic Grant — This subpart contains procedures for the authorization of grants and uses of funds for conducting vocational education programs.

Subpart 3: Programs Improvement and Supportive Services -- This subpart contains procedures for the authorization of grants and uses of funds for improving vocational education and providing supportive services for such programs.

Subpart 4: Special Programs for the Disadvantaged — This subpart contains provisions for grants to areas of high concentrations of youth unemployment.

Subpart 5: Consumer and Homemaking Education -- This subpart contains a description of activities authorized to be funded pursuant to consumer and homemaking education.

Part B of the 1976 Education Amendments is entitled "National Programs" and contains the following subparts:

Subpart 1: General Provisions -- This subpart outlines federal administration and the development of a vocational education data and occupational information data system. It further describes the organization of the National Advisory Council on Vocational Education and the authorized appropriation for its maintainance.

Subpart 2: Programs of National Significance — This subpart identifies activities for which the Commissioner may award grants and contracts in support of program improvement. It identifies support for a national center for research in vocational education, and it outlines training and development programs for vocational education presonnel.

Subpart 3: Bilingual Vocational Training — This subpart provides additional funding in support of vocational training to serve a group whose language, as normally used, is other than English.

Subpart 4: Emergency Assistance for Remodeling and Renovation of Vocational Education Facilities — This subpart provides emergency assistance, for a limited period of time, to local educational agencies in urban and rural areas which are unable to provide vocational education designed to meet today's manpower needs due to the age of their facilities or the obsolete nature of the equipment used for training.

The majority of the funds provided for by the 1976 legislation will be allotted to the states through Part A and will be based on population distribution. The smaller portion will be distributed by the U.S. Commissioner of Education through Part B. Section 103 (Part A, Subpart 1--General Provisions) describes the process by which these funds are to be subdivided as follows:

1. Five percent of the total appropriations under section 102(a) shall first be reserved for the Commissioner of Education for grants

and contracts in support of programs of national significance. These programs include research, exemplary and innovative programs, curriculum development, preservice and inservice programs, grants to overcome sex bias, support for a national center for vocational education, and professional development programs for vocational education personnel. An amount of between three and five million dollars will be transfered from these funds in support of the National Occupational Information Coordinating Committee.

2. From the remainder of the funds appropriated under section 102(a) the Commissioner is authorized to reserve an amount not to exceed one percent of such remaining appropriation for the purpose of contracting with Indian tribal organizations to plan, conduct, and administer programs consistent with the purposes of the Act.

3. Finally, the remaining funds appropriated under section 102(a) are to be distributed to the states in the form of state grants to be used to carry out the provisions and purposes of subparts 2 and 3 of Part A. Allocation of these funds is based on the population distribution of persons age 15 to 65. The formula applied for the allocation of funds is as follows:

   (a) Fifty percent of the sums allotted are based on the ratio of 15 to 19 year olds in the state to the total population 15 to 19 years old in the nation.

   (b) Twenty percent of the sums allotted are based on the ratio of 20 to 24 year olds in the state to the total population 20 to 24 years old in the nation.

   (c) Fifteen percent of the sums allotted are based on the ratio of 25 to 65 year olds in the state to the total population 25 to 65 years of age in the nation.

(d) Fifteen percent of the sums allotted are based on the ratio of 15 to 65 year olds in the state to the total population 15 to 65 years of age in the nation.

Once states have received their prorata share of appropriated funds in the form of basic grants, they may use them to supplement state funds in the conduct of the vocational education enterprise. Specific set asides have been provided for in the legislation, however, which dictate how certain percentages of these funds must be spent. These set asides are as follows:

1. At least ten percent of the funds must be spent on programs for the handicapped,
2. At least twenty percent of the funds must be used to provide vocational education for the disadvantaged, and
3. At least fifteen percent of the funds must be utilized to support postsecondary vocational education programs.

The basic state grants provided for are additionally subdivided into two categories by subparts 2 and 3 of Part A of the legislation. Subpart 2, entitled "Basic Grant," encompasses 80 percent of the funds received by the state as described above. Funds may be used under this subpart, in accordance with approved five-year state plans and annual program plans, for the following purposes:

1. Vocational education programs,
2. Work study programs,
3. Cooperative vocational education programs,
4. Energy education programs,
5. Construction of area vocational education facilities, and
6. Personnel to assist in reducing sex bias.

Subpart 3, entitled "Program Improvement and Supportive Services," encompasses the remaining 20 percent of the state's allocation as previously described. These funds may be used to support the following types of activities:

1. Research,
2. Exemplary and innovative programs,
3. Curriculum development programs,
4. Guidance and counseling services,
5. Preservice and inservice training, and
6. Grants to overcome sex bias.

With the exception of a 20 percent set aside for guidance and counseling services, all programs, services, and personnel identified under Basic Grants (80%) and Program Improvement and Supportive Services (20%) must compete for available funds. Each state's five-year and annual plan identify those areas which the state has chosen to fund based on the particular needs of the state.

Funds for "Special Programs for the Disadvantaged" (subpart 4, Part A) and "Consumer and Homemaking Education" (subpart 5, Part A) are made available under the new legislation in addition to those funds identified in subparts 2 and 3 of Part A. The special programs for the disadvantaged are intended to serve areas of high concentration of youth unemployment and school dropouts. These funds will pay the full cost of vocational education for disadvantaged persons and require no matching funds.

Authorized expenditures for "Consumer and Homemaking Education" are identified in section 150, of the 1976 Education Amendments and include the following:

1. Education programs in consumer and homemaking education consisting of instructional programs, services, and activities at all education levels for the occupations of homemaking, including but not limited

to, consumer education, food and nutrition, family living and parenthood education, child development and guidance, housing and home management, and clothing and textiles; and

2. Ancillary services and activities such as teacher training, supervision, curriculum development, research, program evaluation, special demonstration and experimental programs, development of instructional materials, exemplary projects, provision of equipment, and state administration and leadership.

OTHER FEDERAL LEGISLATION AFFECTING VOCATIONAL EDUCATION

The Morrill Act of 1862

The Morrill Act, named after Senator Justin A. Morrill of Vermont, became effective July 2, 1862. It was an act which donated public lands to the states and territories which could be used to provide colleges of agriculture and mechanic arts. Under the provisions of the act, each state was provided with 30,000 acres of public land for each senator and representative in Congress. The significance of this act was that it provided the first federal aid specifically for vocational education although it was not fully recognized as such at the time.

George-Barden Act of 1946

This act authorized increased appropriations for the traditional occupational programs in addition to providing funds for vocational guidance, training and work experience for out-of-school youth, and training of apprentices. Funds to assist the Future Farmers of America and the New Farmers of America were also authorized by this legislation.

The Health Amendments Act of 1956

As an amendment to the George-Barden Act, this act authorized funds to be distributed to the states for the training of practical nurses and other health occupations. This legislation served to stimulate the establishment of very successful programs in the health field throughout the nation.

The National Defense Education Act of 1958

The Congress, being persuaded that improvement in the quality of elementary and secondary education was essential to the national security, enacted this legislation for the allocation of funds to the states for the purpose of upgrading certain specified areas of school instructional programs. The principle of the state plan as fathered by the Smith-Hughes Act was included in this legislation. Funds provided under several titles of this act can be of assistance to programs of vocational education, but the ones designed to strengthen guidance programs and to support area vocational education are of paramount interest. It should be noted that support under this legislation is limited to the preparation of workers for highly skilled and technical occupations.

The Manpower Development and Training Act of 1962

Congress passed this act in response to the high rate of unemployment in the nation and the continued threat of technological displacement of workers. It provided funds to research problems affecting employment and unemployment which have proved to be very valuable. More importantly, this act provided funds for training and retraining of unemployed workers and assistance for them in securing jobs. This act was jointly administered by the U.S. Department of Labor and the Department of Health, Education, and Welfare.

The Elementary and Secondary Education Act of 1965

Educational history was written in 1965 with the passage and approval of the Elementary and Secondary Education Act. This is the first major law to supply substantial federal monies to strengthen and improve elementary and secondary education in the states. It is possible for vocational education at the secondary level to benefit from these funds in a variety of ways, as a part of the total program of secondary education. Needs which can be met by this legislation and which may relate to programs of vocational education are as follows:

- Supplementary instructional materials
- Curriculum materials for the disadvantaged
- Programmed instructional materials

- Early identification of dropouts
- Increased guidance services
- School-job coordinators
- Work experience programs
- Textbooks and library books.

In addition, the act provided major funding for research, pilot, and experimental programs. Under this title several research and development centers were established, together with a national network of regional educational laboratories, to conduct research, to disseminate findings, and to sponsor pilot and experimental programs. This act should not be overlooked as a possible source of research funds through participation in the activities of the regional laboratories.

Comprehensive Employment and Training Act of 1973

The Comprehensive Employment and Training Act of 1973 reorganized the national system of manpower services to the disadvantaged, unemployed, and undereducated by certifying local elected officials as prime sponsors of manpower services. Under this new method, local governments identify their own manpower needs and can allocate their resources as the prime sponsor deems necessary.

CETA is funded yearly by Congress through states on a formula to the contracted agencies. It is controlled through the Department of Labor and contains the following sections:

Title I	Comprehensive Manpower Services (work experience and training)
Title II	Service Employment (jobs in local and state agencies to combat unemployment)
Title III	Manpower Target Groups (those having a disadvantage in the labor market)

Title IV	Job Corps (job training and basic education)
Title V	National Commission for Manpower Policy (advisory group on national manpower needs)
Title VI	Emergency Employment Act (for people unemployed for more than thirty days and who have exhausted all unemployment benefits)
Title VII	Definitions and Explanations of above.

Education for All Handicapped Children Act of 1975

This act provides for the education of all handicapped persons in states that qualify. To qualify a state must demonstrate:

- that it has in effect a policy that assures all handicapped children the right to a free appropriate public education;
- that it has developed a state plan for the public education of handicapped children;
- that it has established priorities for providing a free appropriate public education to all handicapped children;
- that each local educational agency in the state will maintain records of the individualized education program for each handicapped child;
- that it has established procedural safeguards; procedures to assure that handicapped children are educated with children who are not handicapped except in exceptional cases; and procedures to assure that testing and evaluation materials and procedures utilized do not discriminate due to race or culture;
- that it will be responsible for assuring the requirements of the act; and
- that the general supervision of persons responsible for educational programs for the handicapped meet education standards of the state educational agency.

This act has many similarities to the 1976 Education Amendments in that:

- it requires a state plan,
- it requires a state advisory panel,
- it requires states to provide satisfactory assurances, and
- it requires evaluation to determine its effectiveness.

This act entitles federal funds to be expended for only the excess costs directly attributable to the education of handicapped children.

References

1. American Vocational Association. Legislative Information for Affiliated State Associations. Washington, D. C.: Vol. V, No. 3, March, 1975 and No. 5, May, 1975.

2. American Vocational Association. Vocational-Technical Terminology. Washington, D. C.: American Vocational Association, 1971.

3. Barlow, Melvin L. History of Industrial Education in the United States. Peoria, Ill.: Charles A. Bennett Co., Inc., 1967.

4. ------, 200 Years of Vocational Education. Washington, D. C.: American Vocational Association, Vol. 51, No. 5, May, 1976.

5. Calhoun, Calfrey C. and Finch, Alton V. Vocational and Career Education: Concepts and Operations. Belmont, California: Wadsworth Publishing Company, 1976.

6. Comptroller General of the United States. What is the Role of Federal Assistance for Vocational Education? Report to the Congress. Washington, D. C.: United States General Accounting Office, December 31, 1974.

7. Education for a Changing World of Work. Report of the Panel of Consultants on Vocational Education, U.S. Office of Education. Washington, D. C.: U.S. Government Printing Office, 1963.

8. Ellis, Mary Louise. A Synthesis of Activities Leading to the Enactment of the Vocational Education Act of 1963. Submitted to the Faculty of the Graduate College of the Oklahoma State University in partial fulfillment of the requirements for the Degree of Doctor of Education. Ann Arbor, Michigan: University Microfilms, 1972.

9. Evans, R. N., Mangum, G. L., and Pragan, O. Education for Employment: The Background and Potential of the 1968 Vocational Education Amendments. Ann Arbor, Mich.: The Institute of Industrial Relations, 1969.

10. Evans, Rupert N. Foundations of Vocational Education. Columbus, Ohio: Charles E. Merrill Publishing Company, 1971.

11. Hawkins, Layton S., Prosser, Charles A., and Wright, John C. Development of Vocational Education. Chicago: American Technical Society, 1965.

12. Kliever, Douglas E. Vocational Education Act of 1963: A Case Study in Legislation. Washington, D. C.: American Vocational Association, Inc., 1965.

13. Law, Gordon F. (Ed.) Contemporary Concepts in Vocational Education. First Yearbook of the American Vocational Association. Washington, D. C.: American Vocational Association, 1971.

14. Laverson, Marvin and Grubb, W. Norton. American Education and Vocationalism: A Documentary History 1870-1970. New York: Teachers College Press, 1974.

15. Levitan, Sar A. Vocational Education and Federal Policy. Kalamazoo, Mich.: W. E. Upjohn Institute for Employment Research, 1963.

16. National Advisory Council on Vocational Education. Annual Report, July 15, 1969. (Including Second-Eighth Reports) Washington, D. C.: DHEW, 1969.

17. Nystrom, Dennis C. Occupation and Career Education Legislation. Indianapolis, Indiana: Howard W. Sams & Co., Inc., 1973.

18. Prosser, Charles A. and Quigley, Thomas H. Vocational Education in a Democracy (2nd ed.) Chicago: American Technical Society, 1963.

19. Report of the Commission on National Aid to Vocational Education. Washington, D. C.: U.S. Government Printing Office, 1914.

20. Roberts, Roy W. Vocational and Practical Arts Education (3rd ed.). New York: Harper and Row Publishers, 1971.

21. Ruley, M. J. Leadership Through Supervision in Industrial Education. Bloomington, Ill.: McKnight & McKnight Publishing Company, 1971.

22. Strong, Merle E. and Schaefer, Carl J. Introduction to Trade, Industrial, and Technical Education. Columbus, Ohio: Charles E. Merrill Publishing Company, 1975.

23. Struck, F. Theodore. Vocational Education for a Changing World. New York: John Wiley & Sons, Inc., 1945.

24. Swanson, J. Chester (Ed.) Development of Federal Legislation for Vocational Education. Chicago: American Technical Society, 1966.

25. Thompson, John F. Foundations of Vocational Education: Social and Philosophical Concepts. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1973.

26. Venn, Grant. Man, Education, and Work: Postsecondary Vocational and Technical Education. Washington, D. C.: American Council on Education, 1964.

27. Vocational Education: The Bridge Between Man and His Work. General Report of the Advisory Council on Vocational Education. Washington, D. C.: U.S. Government Printing Office, 1968.

PART III

SELF-ASSESSMENT ANSWER KEY

Self-Assessment

Directions: Circle the letter (or letters) of the correct answer(s).

1. The setting aside of a designated sum of money for a specific purpose is called an

   a. Appropriation.
   b. Authorization.
   c. Allocation.

2. Organized educational programs designed to prepare individuals for paid employment are commonly known as

   a. General education programs.
   b. Career education programs.
   c. Special education programs.
   d. Vocational education programs.

3. Vocational education contributes to the nation's welfare by

   a. Supplying effective workers.
   b. Training skilled workers.
   c. Acting as a vital force in national security.
   d. All of the above.
   e. A and B above.

4. Identify all of the following that are descriptive of a state plan for vocational education.

   a. A contract between federal and state authorities.
   b. A guide for administrative staffs.
   c. The policy of local school boards.
   d. A means of providing continuity during changing administrations.
   e. Strictly a compliance document for federal funds.

5. Which of the following are considered major pieces of vocational education legislation? (Identify all.)

   a. Smith-Hughes Act.
   b. Smith-Lever Act.
   c. George-Barden Act.
   d. Vocational Education Act of 1963.
   e. Comprehensive Employment and Training Act.
   f. Manpower Development and Training Act.
   g. Vocational Education Amendments of 1968.
   h. Handicapped Children Act of 1975.
   i. Educational Amendments of 1976.

6. Which act first used the idea of a state plan as a means of insuring that federal funds were expended as intended?

   a. Morrill Act.
   b. National Defense Education Act.
   c. Smith-Hughes Act.
   d. Vocational Education Act of 1963.
   e. Education Amendments of 1976.

7. Smith-Hughes Act differs from contemporary legislation in that it was

   a. An automatic appropriation bill providing $7.2 million annually.
   b. An automatic authorization bill providing $7.2 million annually.
   c. An open-ended bill with no termination date.

8. To participate in the benefits of the Smith-Hughes Act, states were required to: (Circle all correct answers)

   a. Create a state board for vocational education.
   b. Make an annual report.
   c. Provide for program in both public and private schools.
   d. Appoint a state advisory council.

9. The first modernization and revitalization of the national vocational education program to follow the Smith-Hughes Act was

   a. George-Borden Act - 1946.
   b. NDEA - 1958.
   c. MDTA - 1962.
   d. Vocational Education Act - 1963.
   e. Vocational Amendments - 1968.

10. The impetus for the 1963 Vocational Education Act was generated by

    a. President Kennedy.
    b. High unemployment.
    c. AVA lobby in Washington, D.C.
    d. All of the above.
    e. None of the above.

11. The National Advisory Council and the state advisory councils for vocational education were mandated by the

    a. Smith-Hughes Act.
    b. Vocational Education Act.
    c. Vocational Education Amendments of 1968.
    d. Education Amendments of 1976.

12. What legislation authorized vocational funds specifically for the academically, economically, and physically disadvantaged?

   a. Vocational Education Act of 1963.
   b. Vocational Amendments of 1968.
   c. Education Amendments of 1976.
   d. None of the above.

13. The major emphasis of the Education Amendments of 1976 on vocational education was

   a. To provide employment counseling, supportive services, and on-the-job training for unemployed workers.
   b. To improve state planning and to overcome sex stereotyping in vocational education.
   c. To provide categorical financial support for agriculture, home economics, and trade and industry programs.

14. Local advisory councils were first mandated by federal legislation under the provisions of

   a. Smith-Hughes Act.
   b. Vocational Education Act.
   c. MDTA.
   d. Vocational Education Amendments of 1968.
   e. None of the above.

15. Vocational education funds for state vocational education programs are outlined in Part A of the 1976 Education Amendments. What is this ratio of "Basic Grant" (subpart 2) funds to "Program Improvement and Supportive Service" (subpart 3) funds?

   a. 50/50.
   b. 60/40.
   c. 70/30.
   d. 80/20.

16. Under the 1976 Education Amendments, the Commissioner of Education is authorized what percentage of the total appropriation for programs of national significance?

   a. 1%.
   b. 5%.
   c. 10%.
   d. 25%.

17. Programs for the disadvantaged are priority programs under the 1976 Education Amendments. What percentage of state funds must be designated for the disadvantaged?

    a. 10%.
    b. 15%.
    c. 20%.
    d. 25%.

18. A designated percentage of the federal funds allotted to states must be set aside for programs for the handicapped. This percentage is

    a. 5%.
    b. 10%.
    c. 15%.
    d. 20%.

19. Postsecondary vocational education programs have gained amendable provisions in recent years. As a result, current federal legislature requires a minimum percentage of federal funds alloted to states be spent on postsecondary programs. This percentage is

    a. 5%.
    b. 10%.
    c. 15%.
    d. 20%.

20. Federal funds are allotted to states based on

    a. Population distribution within age groups.
    b. An equal share to each state.
    c. The unemployment rate of each state.
    d. The discretion of the Commissioner of Education.

158

Answer Key

Directions: Circle the letter (or letters) of the correct answer(s).

1. The setting aside of a designated sum of money for a specific purpose is called an

   [✓ a.] Appropriation.
   b. Authorization.
   c. Allocation.

2. Organized educational programs designed to prepare individuals for paid employment are commonly known as

   a. General education programs.
   b. Career education programs.
   c. Special education programs.
   [✓ d.] Vocational education programs.

3. Vocational education contributes to the nation's welfare by

   a. Supplying effective workers.
   b. Training skilled workers.
   c. Acting as a vital force in national security.
   [✓ d.] All of the above.
   e. A and B above.

4. Identify all of the following that are descriptive of a state plan for vocational education.

   [✓ a.] A contract between federal and state authorities.
   [✓ b.] A guide for administrative staffs.
   [✓ c.] The policy of local school boards.
   [✓ d.] A means of providing continuity during changing administrations.
   e. Strictly a compliance document for federal funds.

5. Which of the following are considered major pieces of vocational education legislation? (Identify all.)

   [✓ a.] Smith-Hughes Act.
   b. Smith-Lever Act.
   c. George-Barden Act.
   [✓ d.] Vocational Education Act of 1963.
   e. Comprehensive Employment and Training Act.
   f. Manpower Development and Training Act.
   [✓ g.] Vocational Education Amendments of 1968.
   h. Handicapped Children Act of 1975.
   [✓ i.] Educational Amendments of 1976.

6. Which act first used the idea of a state plan as a means of insuring that federal funds were expended as intended?

a. Morrill Act.
b. National Defense Education Act.
[✓ c.] Smith-Hughes Act.
d. Vocational Education Act of 1963.
e. Education Amendments of 1976.

7. Smith-Hughes Act differs from contemporary legislation in that it was

[✓ a.] An automatic appropriation bill providing $7.2 million annually.
b. An automatic authorization bill providing $7.2 million annually.
c. An open-ended bill with no termination date.

8. To participate in the benefits of the Smith-Hughes Act, states were required to: (Circle all correct answers)

[✓ a.] Create a state board for vocational education.
[✓ b.] Make an annual report.
[✓ c.] Provide for program in both public and private schools.
d. Appoint a state advisory council.

9. The first modernization and revitalization of the national vocational education program to follow the Smith-Hughes Act was

a. George-Barden Act - 1946.
b. NDEA - 1958.
c. MDTA - 1962.
[✓ d.] Vocational Education Act - 1963.
e. Vocational Amendments - 1968.

10. The impetus for the 1963 vocational education act was generated by

[✓ a.] President Kennedy.
b. High unemployment.
c. AVA lobby in Washington, D.C.
d. All of the above.
e. None of the above.

11. The National Advisory Council and the state advisory councils for vocational education were mandated by the

a. Smith-Hughes Act.
b. Vocational Education Act.
[✓ c.] Vocational Education Amendments of 1968.
d. Education Amendments of 1976.

12. What legislation authorized vocational funds specifically for the academically, economically, and physically disadvantaged?

    a. Vocational Education Act of 1963.
    [✓ b.] Vocational Amendments of 1968.
    [✓ c.] Education Amendments of 1976.
    d. None of the above.

13. The major emphasis of the Education Amendments of 1976 on vocational education was

    a. To provide employment counseling, supportive services, and on-the-job training for unemployed workers.
    [✓ b.] To improve state planning and to overcome sex stereotyping in vocational education.
    c. To provide categorical financial support for agriculture, home economics, and trade and industry programs.

14. Local advisory councils were first mandated by federal legislation under the provisions of

    a. Smith-Hughes Act.
    b. Vocational Education Act.
    c. MDTA.
    d. Vocational Education Amendments of 1968.
    [✓ e.] None of the above.

15. Vocational education funds for state vocational education programs are outlined in Part A of the 1976 Education Amendments. What is this ratio of "Basic Grant" (subpart 2) funds to "Program Improvement and Supportive Service" (subpart 3) funds?

    a. 50/50.
    b. 60/40.
    c. 70/30.
    [✓ d.] 80/20.

16. Under the 1976 Education Amendments, the Commissioner of Education is authorized what percentage of the total appropriation for programs of national significance?

    a. 1%.
    [✓ b.] 5%.
    c. 10%.
    d. 25%.

17. Programs for the disadvantaged are priority programs under the 1976 Education Amendments. What percentage of state funds must be designated for the disadvantaged?

a. 10%.
b. 15%.
[✓ c.] 20%.
d. 25%.

18. A designated percentage of the federal funds allotted to states must be set aside for programs for the handicapped. This percentage is

a. 5%.
[✓ b.] 10%.
c. 15%.
d. 20%.

19. Postsecondary vocational education programs have gained amendable provisions in recent years. As a result, current federal legislature requires a minimum percentage of federal funds alloted to states be spent on postsecondary programs. This percentage is

a. 5%.
b. 10%.
[✓ c.] 15%.
d. 20%.

20. Federal funds are allotted to states based on

[✓ a.] Population distribution within age groups.
b. An equal share to each state.
c. The unemployment rate of each state.
d. The discretion of the Commissioner of Education.

IVA IMPROVING VOCATIONAL ADMINISTRATION

UNIT TWO

UNIT TWO

FUNDING AND FISCAL MANAGEMENT OF VOCATIONAL EDUCATION

IVA IMPROVING VOCATIONAL ADMINISTRATION

UNIT THREE

ADVISORY COUNCILS TO VOCATIONAL EDUCATION

Table of Contents

Introduction

PART I.

Description. 1

Goal 1

Objectives 1

Suggested Instructional Activities 2

Definition of Terms. 3

PART II.

Resource Readings. 7

Historical Background 7
Texas State Advisory Council for Technical-Vocational Education 15
Organizing a Local Vocational Education Advisory Council 19

References 61

PART III.

Learner Activities 65

PART IV.

Self-Assessment. 75

Answer Key 81

INTRODUCTION

The use of advisory councils has long been an integral part of vocational education. The success of vocational education can in fact be attributed in part to the sound advice and support given it by members of business and industry acting in an advisory capacity.

Today the acquisition of sound and timely data regarding vocational programs is more important than ever before, if these programs are to stand the tests of relevancy and accountability. For this reason the close cooperation between school administration and members of the local community is essential. The local advisory council is an excellent vehicle for providing the effective and meaningful involvement of community leaders in the development and functioning of sound vocational programs.

School administrators interested in forming and working with local vocational education advisory councils need to realize that their role in guiding the council is critical to its successful operation. For this reason it is important that they carefully plan, organize, and work with these councils to insure the quality of the vocational education program within the community.

PART I

DESCRIPTION
GOAL
OBJECTIVES
SUGGESTED INSTRUCTIONAL
ACTIVITIES
DEFINITIONS

Advisory Councils to Vocational Education

Description

This unit consists of an overall description of the use of advisory councils in vocational education. The historic implications of vocational advisory councils on federal legislation are traced; and the contemporary role, functions, and responsibilities are highlighted.

Goal

The local administrator will develop an indepth awareness of how to organize and to maintain an effective local vocational education advisory council.

Objectives

Specifically, the learner will:

3.1 Analyze the impact of the following advisory bodies on vocational education:

  a. The Commission on National Aid to Vocational Education (1914)
  b. The Panel of Consultants on Vocational Education (1961-1962)
  c. The Advisory Council on Vocational Education (1968)

3.2 Demonstrate a knowledge of the procedures for organizing a local advisory council.

3.3 Demonstrate a knowledge of procedures to follow when working with a local vocational education advisory council.

3.4 Identify the primary functions of local advisory councils to vocational education.

3.5 Identify the responsibilities of vocational advisory councils.

3.6 Examine and analyze a list of alternatives for opening and maintaining lines of communications between the vocational program and the community.

3.7 Identify various strategies for utilizing community resources to enhance the vocational program.

Suggested Instructional Activities

1. Have students read resource materials and be prepared to discuss the objectives in class.
2. Have groups of students contact various local education agencies and secure permission to visit an actual advisory council meeting. In addition, have each group make a class report covering the local administrator's use of the council, its composition, and its functioning in light of the objectives of this unit.
3. Have each student read from three to five current articles concerning the use, functions, responsibilities, etc., of advisory councils. These may be shared with the class.
4. Cover scenarios presented in the Learner Activities Section of this unit with the class. Identify the weak and strong points in each. What suggestions can the class make for improving the situations presented?
5. An independent study approach may be beneficial for those students particularly interested in advisory councils. Some suggested topics for investigation may include:
    a. The Historical Development of Advisory Councils to Vocational Education in the United States.
    b. The Contemporary Role of Local Advisory Councils to Vocational Education Within the Framework of the Secondary School System.
6. Have the class examine the minutes of an actual advisory council meeting for: relevant issues, significant agenda items, and trends. Discuss the findings relevant to the role and responsibilities of an advisory council as identified in the legislation.

Definition of Terms

The following terms are defined as they are used in the supporting materials for this unit:

- National Advisory Council on Vocational Education is a national body appointed by the President to advise the Commissioner of Education concerning the preparation of general regulations for vocational education; to review programs and to report the findings and recommendations to the secretary of Health, Education, and Welfare for transmittal to Congress.
- State Advisory Council on Vocational Education is a council appointed by the State Board of Vocational Education to advise them on the development of the state's five-year plan, annual plan, and accountability report; to evaluate vocational education programs, services, and activities; and to prepare and submit an evaluation report to the Commissioner of Education and the National Advisory Council.
- Local advisory council identifies an advisory body composed of members of the general public and appointed by the local school board to provide advice on current job needs and the relevancy of courses being offered in meeting such needs.
- Occupational or program area advisory committee is used to describe an advisory committee that serves one particular service or occupational area, such as office occupations, building trades, agriculture, etc. These committees work closely with department supervisors and/or teachers in developing and maintaining a viable program in their area of interest.

PART II

RESOURCE READINGS
REFERENCES

HISTORICAL BACKGROUND

Over the years a number of separate national study panels (commissions, committees, councils, etc.) have been appointed to thoroughly study the needs and problems of vocational education. Three of these national study panels are of particular significance because the reports of these panels provided the basis for ensuing legislation.

The Commission on National Aid to Vocational Education (1914)

Through the efforts of the National Society for the Promotion of Industrial Education, the needs and problems of both industrial education and vocational education were brought to the attention of Congress and the American people in general. As a result, the Commission on National Aid to Vocational Education was created by act of Congress on January 20, 1914, authorizing the President of the United States to appoint a Commission of nine members to study the problems involved in a national system of federal aid to the states for secondary education which were not encountered in the systems providing aid for land-grant colleges.

The Commission, which included representation from the Congress, from labor, from industry, and from education, attempted to answer six basic questions:

a. To what extent is there a need for vocational education in the United States?

b. Is there a need for national grants stimulating the states to offer vocational education?

c. What kinds of forms of vocational education should be stimulated by national grants?

d. How far can the federal government aid, through expert knowledge, vocational education in the various states?

e. To what extent should the federal government aid the states through national grants for vocational education?

f. Under what conditions should grants to the states for vocational education be made?

In a two-volume report of almost 500 pages, the Commission reported its findings to Congress on June 1, 1914. The report resulted in the passage of the Smith-Hughes Act, which was signed by President Woodrow Wilson on February 23, 1917.

The Panel of Consultants on Vocational Education (1961-1962)

In a special message to Congress on American education, February 20, 1961, President John F. Kennedy recommended that a Panel of Consultants on Vocational Education be convened to review and evaluate the current program of vocational education and make recommendations for improving and redirecting the program. Kennedy said:

> The National Vocational Education Acts first enacted by Congress in 1917 and subsequently amended have provided a program of training for industry, agriculture, and other occupational areas. The basic purpose of our vocational education effort is sound and sufficiently broad to provide a basis for meeting future needs. However, the technological changes which have occurred in all occupations call for a review and reevaluation of these acts, with a view towards their modernization.

President Kennedy's announcement was the first time in over a half-century that the President of the United States had placed the power and prestige of the White House behind a study of vocational education needs. Not since the Commission on National Aid to Vocational Education and its report of 1914 had so much attention been directed to the vocational education needs of the nation.

The panel of consultants submitted its report, Education for a Changing World of Work, in November, 1962, and it became the basic framework for the

Vocational Education Act of 1963. The panel reported two significant shortcomings in vocational education. First, it found that the vocational education program had been insensitive to the needs of various groups of people within the population, and second, it found the program had been insensitive to changing labor market needs.

The panel declared that the financial investment in vocational education was grossly incommensurate with the national interest and federal responsibilities. Financial support was not keeping pace with the requirements for a highly trained labor force. To provide for the services to improve the quality of vocational education and to implement programs designed to meet the needs of groups of people within the population, the panel recommended an annual authorization of appropriations of 400 million dollars.

The Advisory Council on Vocational Education (1968)

As part of an evaluation system for the vocational education program, the Vocational Education Act of 1963 provided for the appointment of an ad hoc advisory council to review the results of the Act and recommend improvements. The Act called for a review in 1966 and every five years thereafter. (This committee and its reporting responsibilities were subsequently replaced by the National Advisory Council under the provisions of the 1968 Amendments.)

The 12-member Advisory Council on Vocational Education was appointed by the President of the United States on November 22, 1966; and the report of the council was released in early 1968. The report, *Vocational Education: The Bridge Between Man and His Work*, identified program weaknesses and highlighted unmet needs, as well as making specific recommendations. These recommendations formed the basis for the Vocational Education Amendments of 1968. The focus of the council recommendations was on a broadening of the concept of vocational training and on the necessity to integrate more effectively the poor, unemployed, and underemployed into the economic system.

To achieve vocational education for all, the council report pointed out three particularly relevant concepts:

a. General, academic, and vocational education can no longer be compartmentalized. Culture and vocation are inseparable aspects of humanity. Vocational education is not a separate discipline within education, but it is a basic objective of all education and must be a basic element of each person's education. The key is to build a better means of integrating academic education, skill training, and work experience. The common objective should be a successful life in which employment has a crucial role.

b. "Nothing will henceforth be more constant than change." Technological and economic progress feeds on itself, opening new vistas and closing the old. The underprepared are threatened by displacement, and the well prepared are confronted with new opportunities. The demand upon vocational education is clear: Programs for youth must prepare them for change; programs for adults must be universally available, and must emphasize coping with change.

c. The most treasured value of our society is the worth and freedom of the individual. All individuals are entitled to the benefits of a social system which will make it possible for them to get from where they are to where they have the potential to be. One operational measure of freedom is the range of choice available to the individual. The major constraints upon the range of choice are ignorance, poverty, disease, and discrimination. Education can reduce the barriers of ignorance, and proper occupational preparation can lower the barriers of poverty. Education and occupational preparation cannot eliminate disease and discrimination but they can substantially contribute to overcoming them.

The National Advisory Council on Vocational Education

Although the Vocational Education Act of 1963 established an advisory council, the provisions for its staffing were inadequate. The 1968 Advisory Council determined that such a committee cannot function properly unless staff is assigned to coordinate its work with the Office of Education and to relate the work of the office to the committee members. As a result of the council recommendation, the Vocational Education Amendments of 1968 provided for a National Advisory Council:

> The President will appoint the National Council consisting of twenty-one members, one-third of whom shall be representative of the general public. Others on the council will come from fields representing agriculture, home economics, distribution and marketing, health, trades, manufacturing, office and service industries, and persons representative of new and emerging occupational fields; persons who are familiar with manpower problems and the administration of manpower programs; persons knowledgeable about the administration of state and local vocational education programs, including members of local school boards; persons experienced in the education and training of handicapped persons; persons familiar with the special problems of the disadvantaged; persons who have special knowledge of postsecondary and adult vocational education programs.

The responsibilities of the council included: advising the commissioner concerning preparation of general regulations for, and the operation of, vocational programs supported with assistance under the Act (except in the case of the training of vocational education personnel); reviewing programs and reporting findings and recommendations to the secretary for transmittal to the Congress; conducting independent evaluations of programs, and reviewing duplication of postsecondary programs within geographic areas. The Council is authorized to employ staff and make studies to carry out its duties.

The National Advisory Council on Vocational Education has issued a number of reports. Highlights of those reports are briefly stated in the remainder of this section.

The first report (July 15, 1969) directed its comments and recommendations at the need for change in national attitudes towards vocational education, change in vocational education programs, and continued investment by the federal government in vocational education.

The second report (November 15, 1969) recommended that the federal government make necessary policy changes in its approaches to funding, in the organization and role of the office of education, and in present and proposed manpower policies and legislation. The third report (July 10, 1970) challenged American education to deal with the needs of the disadvantaged and minorities who do not enjoy adequate educational opportunities.

The fourth report (January 16, 1971) turned its attention to the unique problems of financing and planning vocational education programs. The fifth report (June 21, 1971) attacked the educational establishment for paying lip service only to career education concepts rather than implementing realistic programs.

The sixth report (June 1, 1972) recommended improvement in counseling and guidance services, including greater attention to vocational and technical education. The seventh report (November 15, 1972) recommended expanding the visibility and support of vocational student organization. The eighth report (September 2, 1974) delineated the distinctions between career education and vocational education and recommended changes in federal policy to spur further advances in making the nation's schools relevant to the real needs of students.

The Educational Amendments of 1976

The current legislation governing vocational education has taken the advisory council concept to the local level. Under the provisions of Section 105 of the Act, all eligible recipients receiving federal funds are required to establish local advisory councils to provide advice on current job needs and the relevancy of courses being offered to meet those needs. This legislative effort has in fact followed the precedent established by preceeding legislation by mandating vocational advisory councils at all levels of program interest, i.e., national, state, and local.

TEXAS STATE ADVISORY COUNCIL
FOR TECHNICAL-VOCATIONAL EDUCATION

The State Advisory Council for Technical-Vocational Education in Texas was established administratively in January 1969 under P.L. 90-576 and reconstituted under state law that incorporated the provisions of federal law on September 1, 1969. The state law was amended in 1977 to incorporate changes made in Council membership, terms of office, and responsibilities provided in P.L 94-482.

There are twenty-four members of the State Advisory Council who are appointed by the State Board for Vocational Education, upon recommendation of the Governor, and confirmed by the State Senate. These members fill membership categories set forth in P.L. 94-482 which states:

> Each State advisory council shall have as a majority of its members persons who are not educators or administrators in the field of education and shall include as members one or more individuals who--
>
> 1. represent, and are familiar with, the vocational needs and problems of management in the State;
>
> 2. represent, and are familiar with, the vocational needs and problems of labor in the State;
>
> 3. represent, and are familiar with, the vocational needs and problems of agriculture in the State;
>
> 4. represent State industrial and economic development agencies;
>
> 5. represent community and junior colleges;
>
> 6. represent other institutions of higher education, area vocational schools, technical institutes, and post-secondary agencies or institutions which provide programs of vocational or technical education and training;
>
> 7. have special knowledge, experience, or qualifications with respect to vocational education but are not involved in the administration of State or local vocational education programs;

8. represent, and are familiar with, public programs of vocational education in comprehensive secondary schools;

9. represent, and are familiar with, nonprofit private schools;

10. represent, and are familiar with, vocational guidance and counseling services;

11. represent State correctional institutions;

12. are vocational education teachers presently teaching in local educational agencies;

13. are currently serving as superintendents or other administrators of local educational agencies,

14. are currently serving on local school boards;

15. represent the State Manpower Services Council established pursuant to section 107 of the Comprehensive Employment and Training Act of 1973;

16. represent school systems with large concentrations of persons who have special academic, social, economic, and cultural needs and of persons who have limited English-speaking ability;

17. are women with backgrounds and experiences in employment and training programs, and who are knowledgeable with respect to the special experiences and problems of sex discrimination in job training and employment and of sex sterotyping in vocational education, including women who are members of minority groups and who have, in addition to such backgrounds and experiences, special knowledge of the problems of discrimination in job training and employment against women who are members of such groups;

18. have special knowledge, experience, or qualifications with respect to the special educational needs of physically or mentally handicapped persons;

19. represent the general public, including a person or persons representing and knowledgeable about the poor and disadvantaged; and

20. are vocational education students who are not qualified for membership under any of the preceding clauses of this paragraph.

The Advisory Council's broad purpose is "to establish a climate conducive to the development of technical, vocational, and manpower training in educational institutions in the State of Texas to meet the needs of industrial and economic development of the State." In carrying out these purposes, the Advisory Council conducts public hearings and provides technical assistance to eligible recipients and local advisory councils. Since 1970, over 80 public forums have been conducted by the Council at the state, regional, and local levels. The Council has also engaged in many activities with local advisory councils. Some of these activities have included:

1. Technical assistance to vocational educators and local advisory councils as requested,
2. Special action to involve local advisory councils in public forum activities of the State Council and in meetings of the State Council throughout the state,
3. Inservice training of vocational educators in the organization and effective use of local advisory councils,
4. Slide/tape presentation on advisory councils for purchase or loan,
5. Brochure on formation and effective use of advisory councils,
6. Maintenance of names and addresses of local advisory council chairpersons to receive the monthly newsletter of the Council,
7. Participation in the development of a model for the effective use of local advisory councils for use by eligible recipients and local advisory councils.

The Advisory Council is also responsible for submitting an annual report to the State Board of Education and to the U.S. Office of Education. These reports contain an evaluation and analysis of vocational-technical education in Texas and the Council's recommendations for improvement. They also contain numerous charts and graphs detailing student enrollments, funded vocational teacher units, periodic data on postsecondary and adult vocational programs, persons trained and available for employment by source, placement data on program completions, and funds obligated for vocational education in Texas by source and purpose. These annual reports are an excellent source of information and provide the reader with an overview of the state's activity with regard to vocational-technical education.

In addition to the annual reports described above, the Council submits an annual report to the Governor and a biennial report to the State Legislature. It also publishes a monthly newsletter, as well as a staff analysis, working papers, surveys, and background information as required.

Although one-third of the Council members change every three years, the Council staff remains fairly constant. The executive director and his staff are anxious to help local administrators with any problems they may have concerning their local advisory councils. For more information concerning the national, state, or local advisory councils for vocational education, the Advisory Council for Technical-Vocational Education in Texas may be contacted by writing P.O. Box 1886, Austin, Texas, 78767.

ORGANIZING A LOCAL VOCATIONAL EDUCATION ADVISORY COUNCIL

A properly developed vocational program meets the needs of the surrounding community. In order to meet these needs, the program should be developed and maintained using input from members of the community which that program serves. Effective use of a local vocational advisory council, comprised of concerned and interested community leaders, can provide the school with a method of gaining this valuable community input. Such a council works with school administrators and offers advice to the school board to help improve the overall vocational program.

The two-way understanding and communication that can be provided by effective use of an advisory council is vital if the vocational program is to be relevant and supported by the community. The school must know the needs and wants of the community; the community should know what the school is doing and has the potential for doing. This communication can provide the school with the means of (1) coordinating school programs with education and training programs offered by employers, other public agencies, and schools; (2) "selling" vocational education to business and industry leaders, the school board, the community, and local and state legislators; and (3) determining what jobs are available and how students can best be trained for them.

Organizational Structure

The local vocational advisory council should be a major communications link between the school and the community. A school administrator, such as the superintendent, principal, or director of vocational education, usually acts as a liaison officer between the vocational advisory council and the board. This person serves as a representative to transmit and explain recommendations made by members of the advisory council to the board.

The vocational advisory council should also represent the interests of the various occupational or program area committees. Representatives of these smaller committees should serve on the general council in order to facilitate joint action. This system unites each of the specialty areas and allows for a general representation to the school board.

Functions

The members of a vocational advisory council help the school to determine objectives and procedures that affect the vocational program. Council members provide advice only; they have no administrative or legislative authority. The school board and members of the school administration must decide whether they wish to act upon the advice of the advisory council.

Many educators and researchers have conducted studies to identify the most appropriate functions and activities of local vocational advisory councils. These functions can be grouped into three broad categories as follows:

- Help develop and evaluate the total vocational program.
- Help promote and publicize the vocational program.
- Coordinate and support the work of occupational or program area advisory committees.

Some of the many specific activities in which vocational education advisory councils participate while carrying out each of these functions are described below.

Specific activities which vocational advisory councils can engage in to help develop and evaluate the total vocational program are as follows:

- Assist in determining manpower needs and employment opportunities for which vocational training should be provided.
- Help establish new vocational programs as needed.
- Assist in making cost studies for specialized programs and courses.
- Assist in the preparation and review of budget requests for classroom and lab equipment and supplies.

- Conduct surveys and help establish student proficiency standards.
- Assist in the development of programs for the disadvantaged and handicapped.
- Assist in the development of continuing education programs for adults.
- Help plan a student placement program.
- Arrange meetings to establish cooperative relationships between the school and industry.
- Assist in equipment and supply selection and acquisition.
- Assist in the preparation and evaluation of one- and five-year plans.
- Help review, evaluate, and update existing occupational programs.
- Assist in the review of courses of study.
- Help evaluate school physical facilities, adequacy of equipment, and lab layout.
- Help identify community resource persons who can assist with instruction, facilities planning, etc.

Specific activities which vocational advisory councils can engage in to help promote and publicize the vocational program are as follows:

- Provide speakers at trade and civic groups, school banquets, and assembly programs.
- Provide news releases (with administrative approval) on the vocational program, outstanding students, teachers, etc.
- "Sell" vocational education to friends, clubs, and business associates.
- Advise employees and employers of school programs (i.e., posting notices on bulletin boards, placing articles in company publications, placing enclosures in pay checks).
- Participate in radio and television programs designed to educate the public about vocational education.

- Participate in educational workshops and conferences relating to vocational education.
- Encourage employers to invite students, administrators, and teachers to visit their businesses and industries.
- Support vocational education legislation and bond issues.

Advisory councils should coordinate and support the work of occupational or program area committees. Examples of activities directed towards this function include the following:

- Receive and react to, when appropriate, advisory committee recommendations pertaining to specific service or occupational areas.
- Receive the minutes of the service or occupational area committees.
- Provide effective linkage and two-way communication between the committees and the administration and school board.
- Represent the community's total vocational program needs as contrasted with the committees primary concern for single occupational areas.

Organizing an Advisory Council

The plans for the formation of a vocational advisory council are usually initiated by the school district's vocational director. In Texas, however, for every district with a vocational director, there are five without one. This makes it necessary for the secondary school principal or superintendent to assume the responsibility for forming the advisory council.

The effectiveness of an advisory council is largely going to be determined by carefully planned and implemented organizational procedures. The following series of tested procedures have been identified to help administrators in these organizational efforts. It may be necessary, however, to modify these procedures somewhat based upon local situations in the community.

Assessing the Present Situation

Before beginning to plan for the formation of a vocational advisory council, a supportive attitude needs to be cultivated in both superiors and subordinates. Superiors should be informed of plans to form an advisory council in response to current legislative requirements, and their support and approval acquired prior to continuance. Likewise, subordinates should be informed and their input solicited to find out what vocational advisory councils, if any, have ever existed within the school. In addition, any records or minutes of meetings which may have been kept should be collected for information and background. Usually councils that are not organized and operated properly will fade into nonexistence. Administrators must be aware of this possibility before continuing their planning. If a council has existed within the school system, the administrator must find out how it was organized and what it accomplished. This information will help to identify possible organizational deficiencies in the original council and will help to strengthen the reorganized council.

If a council was formed but is currently inactive, steps should be taken to reactivate it, or to have it dissolved prior to the formation of a new council. No matter what is done, the procedures must be acceptable to the school board. **CAUTION:** In choosing to dissolve an inactive advisory council, the administrator must be certain that all members of the inactive council are notified before forming the new council.

Board Approval

The school board has the responsibility for authorizing the organization of an advisory council. School administrators, however, will need to work through administrative channels to present board members with a framework for the proposed advisory council before gaining their approval. Board members will want to know why a vocational advisory council needs to be established, how the council will be organized, and how it will operate. In order to answer these questions, a statement of purposes for forming the council and a charter that identifies the proposed council organizational structure should be prepared.

At this point, it is wise to seek administrative approval for the formation of an ad hoc committee to help prepare the statement of purposes and the charter. The members of this committee might include a chief school administrator, a community leader, a member of an advisory committee in another school system, a teacher, and a member of the state advisory council.

When the statement of purposes and the charter have been drafted, a written request should be submitted to the school board asking for authorization to organize the vocational advisory council. This letter may be cosigned by a chief administrator and delivered to the board.

Statement of Purposes. The statement of purposes documents the need for the vocational advisory council. It also establishes the boundaries within which the advisory council is authorized to work. It should be relatively short and simple since details will be presented in the charter.

This statement is very important and should be written in a professional manner. Once approved by the board, it may be considered as the formal board authorization to proceed with formation of a council.

The statement of purposes should answer the broad concerns of the board. Members of the board will want to know what action they are being asked to take, and how this action may affect the board and the school district.

The board is legally responsible for the operation of the school district and has final decision-making authority. Board members will want to be assured that this advisory council will not be encroaching upon the board's authority, while still being of benefit to the school and community. If the board is reassured on these points, they will usually authorize council establishment and pledge their support. However, most boards will wish to reserve their right to terminate the advisory council at any time.

The statement of purposes should contain:

- name of the group authorizing the formation of the advisory council,
- proposed purposes for forming the advisory council, and
- proposed functions of the advisory council.

On page 27, Example 1, a statement of purposes for a secondary vocational school is given.

Charter. This document is considered the set of rules that governs the organization and operation of the vocational advisory council. It will guide the advisory council for many years and help ensure its continuity of operation. It will also reflect the concerns of the board and should contain most of the following items.

- name of the advisory council being formed
- general purposes for forming the advisory council
- school policy in regard to advisory councils
- relationship between advisory council and board
- authorization and appointment of a selection committee
- criteria for selection of advisory council members
- terms of office of advisory council members
- guidelines for council activities

- procedures for handling the council minutes, and
- provisions for maintenance and termination of the advisory council.

Example 2, page 29, shows a charter for a secondary school.

Selection of Advisory Council Members

Once the board has authorized the establishment of a vocational advisory council, the council members are ready to be selected. The number of advisory committee members should be based upon the size of the school and the community. Most authorities recommend nine to twelve members for a general vocational education council, with five to nine members for an occupational advisory committee. A smaller council may result in having so few members present at a meeting that the meeting will be ineffective. If the committee is too large, it may become unwieldy and difficult to accomplish anything.

If specified in the charter, an ad hoc selection committee should nominate individuals for positions on the advisory council. The selection committee usually is comprised of members of the community who were named by the board. The administrator responsible for organizing the advisory council, should work closely with this selection committee and make available vocational teachers to help identify potential advisory council members.

The selection committee should identify and nominate advisory council members who are leaders in the community. They should nominate leaders from government, civic organizations, business, industry, and organized management and labor groups such as trade associations and unions. For example, the selection committee should be guided by the administrator in nominating presidents, directors, managers, or other types of decision makers who represent such groups as the chamber of commerce, the American Federation of Labor, the citizen's education council, and the local branch of the Employment Security

EXAMPLE 1

STATEMENT OF PURPOSES

(authorization)

The board of education of ______________________________
on this ___th day of ______________________ 19___ authorizes the establishment of a continuing committee to be known as the "Vocational Advisory Council." The council is to be organized and operated under procedures approved by this board.

The board of education reserves the right to dissolve the vocational advisory council at any time and for any reason.

The vocational advisory council is not to be regarded as a substitute for any other form of citizen participation in school affairs. It is intended to stimulate and supplement other types of citizen participation.

The purpose of the vocational advisory council is to act as a liaison between the school and the community by providing advice and assistance to the board.

The vocational advisory council is expected to contribute to the improvement of the vocational education program provided by the school system by carrying out functions such as:

1. studying and surveying the education needs of the district
2. reviewing, developing, and proposing vocational program procedures
3. working with the administrative, instructional, and non-instructional staffs of the school to develop and maintain programs and procedures which implement policies established by the board of education
4. serving and communicating with the community in order to develop favorable public attitudes toward vocational education
5. serving as a "sounding board" of community opinion on items proposed by the board
6. initiating study and proposals on educational issues pertinent to the vocational program and the community.

By authorizing the establishment of the vocational advisory council, the board of education pledges complete cooperation in the council's work. The vocational advisory council will operate within the guidelines set forth in the council charter.

(signed by:)

____
(chairperson of the board)

____
(superintendent)

____
(vocational administrator)

EXAMPLE 2

VOCATIONAL EDUCATION ADVISORY COUNCIL CHARTER

I. Name

The council will be called the Vocational Advisory Council of ____________________________ School.

II. Purpose

The council is formed to:

A. Assist the board of education in developing broad educational policies for the school.

B. Work with employees of the school, with the superintendent's approval, in planning and assisting the vocational program.

C. Facilitate cooperation and communication between the vocational school system and the public, organizations, and institutions of the district.

III. Policy and Policy Development

A. Policy is officially enacted by the board of education. None of its authority is given to the advisory council.

B. Suggestions for school policy may come from the advisory council. The council may review proposals from other sources and may originate policy proposals.

IV. Tenure and Responsibility of the Council

A. The advisory council may be dissolved by a majority vote of the board of education. The board may reorganize the council if it feels that the council could function more profitably under a different organization.

B. The advisory council will deal exclusively with concerns directly related to the vocational program of the school.

C. Specific authorization by the board of education is necessary before the advisory council may promote the adoption of its proposed school policy and plans.

V. Membership

A. The vocational advisory council shall consist of ____ members. Members of the advisory council shall be reelected from the adult population normally served by the vocational education program, and ex officio members will include the school superintendent, a representative of the school administration, and a member of the board of education.

B. The members of the advisory council will be recommended to the board of education by an ad hoc selection committee. The board retains the right to disapprove individual nominations by the selection committee, but it will not appoint an individual who is not recommended by the selection committee.

VI. Selection (Nominating Committee)

A. An ad hoc selection committee shall be named by the board of education, for the purpose of recommending prospective members of the advisory council to the administration and the board.

B. The ad hoc selection committee shall consist of _____ members who are lay citizens residing in the school district, and represent the adult population served by the __________________________ (name of school) vocational education program. This selection committee shall also consist of one member of the district's administrative staff and one member of the vocational teaching staff.

C. The potential members recommended by the ad hoc selection committee shall possess the following personal characteristics:

1. interested in quality education
2. willingness not to exploit their membership on the advisory council
3. possesses certain personal characteristics essential to the success of the council such as personal integrity, responsibility, maturity of thought and action, and tolerance of varying points of view

D. The potential advisory council membership shall be representative of the school district. Factors to be considered in selecting members shall include, but not be limited by:

1. representation of different age groups
2. representation of varying levels of educational attainment
3. representation of varying civic and community organizational leadership
4. representation of different political affiliations
5. representation of persons who have participated in the vocational education program, or presently have children in the program
6. representation of a variety of attitudes toward the schools
7. representation of minority groups, and both sexes

E. No person is to be recommended or barred from membership because of affiliation with any organization or institution. Neither will a person be recommended or barred from membership solely on the basis of ethnic origin, religious affiliation, or sex.

F. The ad hoc selection committee shall submit its nominations to the board of education. The board of education reserves the right to reject or approve the nominees.

VII. Term of Membership

A. The original members of the advisory council will serve at least two years. At the end of the first year, the terms of the original members will be determined by lot. One-third of the members will serve for one additional year; one-third will serve for two additional years; and one-third will serve for three additional years.

B. When a vacancy occurs, the newly-appointed member will serve during the unexpired term of the member he/she replaces.

C. A member will serve one term, and is ineligible for reappointment until one year has elapsed following the expiration of that term.

D. All members chosen to replace members who have completed regular terms will be appointed for three-year terms.

VIII. Consultants

A. A member of the school vocational administrative staff will be appointed to meet regularly with the advisory council. This person will have ex officio status.

B. A member of the board of education will be appointed to meet regularly with the advisory council. This person will have ex officio status.

C. Outside consultants will be used as needed. They will be approved by the advisory council, board of education, and administrative staff prior to consultation.

IX. Resources and Services

A. The board of education shall provide for the proper and effective functioning of the advisory council, within the limits of the board's resources.

B. Meeting facilities, secretarial services for duplication of minutes of meetings and other official communications, mailing expenses, and other related services shall be considered essential for the proper functioning of the advisory council.

C. All financial activities associated with the functioning of the advisory council shall be in accordance with the policies of the board of education and school district.

X. Rules of Operation

A. The council will determine its meeting dates and times, select its officers and subcommittees, and formulate its program.

B. Meeting agendas will be developed by the council officers or council chairperson in conference with the school vocational administrator.

C. The board of education will react to any written recommendation submitted by the advisory council.

D. The advisory council is urged to appoint subcommittees if needed. These committees may include members of the advisory council, other lay citizens, members of the school staff, and students.

E. The advisory council or any of its subcommittees may request information or assistance from the superintendent of schools or from any member of the school faculty through the superintendent.

XI. Public Announcements

A. Advisory council members are free to discuss school policies with any citizen of the community. Members shall not report opinions expressed or stands taken by other council members in meetings, nor shall they report official actions of the advisory council or board of education until such actions are cleared by the board of education.

B. The advisory council shall observe all aspects of appropriate right-to-know laws.

XII. Loss of Membership

Any member of the advisory council who is absent without reasonable cause from three consecutive regularly scheduled meetings will be considered to have resigned from the advisory council.

XIII. Minutes of Meetings

Each member of the board of education, members of the advisory council, and the vocational administrative and teaching staffs shall be mailed or otherwise provided a copy of the minutes of each regular meeting of the advisory council. They shall also receive an annual report of the activities and accomplishments of the advisory council at the end of each operating year.

XIV. These organizational guidelines may be amended by the board of education at any time. The board of education will inform the advisory council in writing of any changes approved by the board. Notifications will occur within thirty days of the board action.

Division. In addition, the potential advisory council membership should include representatives from occupational advisory committees that are serving specific occupational programs, as well as a recent vocational school graduate.

Each individual nominated by the selection committee should have an interest in vocational education, support vocational education, and be sincerely interested in improving the vocational program. If he/she is approved as an advisory council member, the school administrator should feel confident that the individual will have the support of his/her company, organization, agency, or union. Potential council members should also have:

- the respect of the people they work with,
- intelligence, integrity, and courage,
- enthusiasm,
- the ability to work well in groups,
- available time to attend meetings and to keep abreast of school activities, and
- a cooperative, civic minded, and responsible attitude.

The selection committee should submit more names than are needed to fill the advisory council positions. Some of their preferred candidates may be unable to accept a position or be unacceptable to the board. The committee will need to have the names of additional qualified individuals in order to fill all of the council positions.

Once the ad hoc selection committee has identified an adequate number of potential advisory council members, its function is completed. The yearly identification and nomination of replacement council members will usually become the responsibility of the school administration and the board. If preferred, it is also acceptable to form an ad hoc selection committee each year to nominate replacement members. Replacement members are normally needed each year if the council appointments are set up on a staggered basis so that the terms of one-third of the members expire each year.

At the end of the first year, the council members draw lots to determine length of terms--one-third serve for one additional year, one-third serve for two additional years, and one-third serve for three additional years. Thereafter, replacements for these individuals serve three year terms on a staggered basis. This system, if instituted when the council is first formed, guarantees that the council will never again be comprised of totally new members.

Notification of Appointment

Once the selection committee has identified a list of potential advisory council members, these names should be submitted through administrative channels to the school board. With board approval, the administrator may contact the selected individuals to determine those people who would be interested in serving on the advisory council.

At this point, potential members should be contacted by phone. A brief description of the purpose for forming the local vocational advisory council, some of the ways the council will be able to serve the school and community, and the responsibilities of members should be given. These people will probably also want an idea of how much of their time might be involved in council meetings and activities.

When enough people have accepted to fill every position on the advisory council, calling should cease. This will avoid offending someone by later having to say that their services are not needed. The names of the persons accepting appointment should be submitted to the board once again for their information and final approval. While this is probably not necessary in every case, it is a gesture that will reassure the board that their authority is intact.

199

At this time, the board will usually appoint ex officio members to the council to include the school administrator, a member of the board, and the vocational director, if there is one. These ex officio members provide information and assistance to the advisory council and help to keep the group running smoothly. They have no voting rights on the council.

After the board has officially appointed the members and ex officio members of the council, these members should be notified in writing of their appointment. This official letter of appointment should come from the chairperson of the board in order to officially establish their authority. However, in some cases the board will ask an administrator such as the superintendent or the director of vocational education to serve as its appointing officer.

This letter should be written in a professional manner, and convey the message that the board views this council as important to the development and maintenance of a quality vocational education program. It should be signed by a top-level administrator and/or the chairperson of the school board. Each advisory council member should be made to feel important, and should be encouraged to actively participate in all the council functions.

News Release for Local Newspapers

Publicity is an important part of any vocational education program and well written news releases can help to keep the vocational program in the public's view. The appointment of the members and ex officio members to a local vocational advisory council is an ideal topic for a news release. This news release can inform the public about the purposes of the advisory council and can give recognition to the newly appointed members. **CAUTION:** The advisory council members should be notified of their appointment prior to releasing the news article; they should not first learn of their appointment through the news article.

News release should be formatted according to acceptable news release standards and should contain:

- the date the article was written,
- the name of the newspaper receiving the release,
- the date you would like to have the article run,
- the name of the school contact person and where he/she can be reached for more information,
- the topic of the news release.

The copy should contain:

- the name of the president of the board announcing the appointment,
- the name of the school making the appointment,
- the names of the members and ex officio members, with their titles, or professional affiliations,
- a brief description of the role of the advisory council.

See Example 3, page 39, for a sample of a news release announcing the formation of a vocational advisory council.

EXAMPLE 3

NEWS RELEASE

date

FOR: Daily News

DATE: For Immediate Release

FOR INFORMATION: Mr. Mike Jones
Superintendent
Northwest Independent School District
Gilbert, Texas

TOPIC: Formation of a Vocational Advisory Council

Mrs. Sammie Porter, chairperson of the Northwest School District Board of Education, announced the recent formation of a vocational advisory council. This advisory council will serve Northwest High School by advising the board of education and the school administration on issues relevant to the school's vocational education program.

In an interview yesterday, Mrs. Porter stated, "The vocational advisory council can make outstanding contributions toward the improvement of our vocational education program. The Northwest Board of Education feels that the council can help develop and maintain high quality educational opportunities which will be available to all members in the community."

The members of the vocational advisory council are: (Alphabetically list names, titles, and professional affiliations, if appropriate.)

These council members will work closely with the school administration and the board of education to help ensure that the vocational program is relevant to the needs of both the students and the community.

WORKING WITH A LOCAL VOCATIONAL EDUCATION ADVISORY COUNCIL

A newly organized vocational advisory council can help a school system in a variety of ways. Most important, however, is the ability of this group to offer timely advice that will lead to the improvement of the school's vocational program.

With proper leadership, most advisory councils will function effectively to meet the important needs of the school. It is the administrator, though, who must take the appropriate steps to ensure that newly organized councils begin and continue to operate effectively.

The fate of an advisory council is often decided during its initial planning and organization. For this reason, administrators must be sure to plan carefully and supply the effective leadership needed to guide the council through its initial stages of operation. The quality of this leadership will, to a large extent, determine whether or not the council will be able to effectively assist the school. The following suggestions have been made by leading authorities to help administrators work more productively with advisory councils for the improvement of vocational education.

First Meeting

The first meeting of the local vocational advisory council is the most important. At this meeting, the members of the council will form their initial attitudes about their functions and responsibilities. They also will form an initial opinion about the commitment of the school to the purposes of the advisory council. For these reasons, the first meeting must be well planned and conducted.

As school representative, the administrator should organize and lead the first meeting. The agenda should be carefully planned in order to present a balanced and well prepared slate of topics. The meeting should not last more than two hours, and as temporary chairperson, the administrator, should carefully adhere to the specified starting and ending times of the meeting.

Before preparing the agenda, the objectives of this first meeting should be determined. Usually it is designed to provide an opportunity for the members and ex officio members to become acquainted and begin to develop working relationships. This is very important if the members are to work as a team.

The members should be introduced to the major functions of the council. They should learn about their roles as council members and begin to develop a feel for both the possibilities and limitations of the council. This is a good time to stress the advisory nature of the council, but, at the same time, to reassure the members that the school supports and recognizes the importance of the council and wants its help.

The first meeting should present council members with a short overview of vocational education. It is often helpful to briefly review the history of the school to give members an idea of what problems and issues might need consideration by the council.

In addition to these objectives, the first meeting should establish procedures for council members to develop a set of bylaws which will further guide the operation of the council. Members should also begin thinking about selecting the advisory council officers. Before the meeting closes, a time, date, and place should be set for the next meeting. A sample agenda for a first council meeting is given in Example 4, page 43.

After the agenda has been outlined, the planning of other aspects of the first meeting should begin. All speakers and a majority of the advisory council members and ex officio members should be contacted to determine the most convenient date for the meeting. It might be helpful to choose two

EXAMPLE 4

AGENDA FOR FIRST MEETING OF
LOCAL VOCATIONAL EDUCATION ADVISORY COUNCIL

8:00	Call to order	administrator
	Opening remarks	administrator
	Roll call and introduction to members	administrator
	Importance of the advisory council (brief discussion of charter and statement of purposes)	representative from board
	History of vocational education	administrator
	Role of council members	administrator
9:00	Introduction to the need for bylaws	administrator
	Appointment of a committee to develop the bylaws	
	Discussion of a possible program of work for the year	
	Plan agenda for next meeting . election of officers . plan program of work . presentation of bylaws . presentation on vocational education . time, date, place of next meeting	
10:00	Refreshments	

possible meeting dates and call each person to ascertain which date would be most suitable.

Once the date and time for the first meeting have been established arrangements must be made to reserve the meeting room. These arrangements should include notifying the custodial staff.

At least two weeks prior to the first local advisory council meeting, each member, ex officio member, and speaker should be sent an invitation. This invitation should be accompanied by a copy of the agenda.

As the school representative on the advisory council, the administrator should arrive at the first meeting well before the first member or speaker arrives. This will allow the administrator not only the opportunity to greet and introduce each new arrival, but also the opportunity to inspect the room arrangement prior to the meeting.

The room arrangement should create an informal, comfortable atmosphere. A large table with comfortable chairs around it is appropriate for an advisory council meeting. If smoking is permitted, ash trays should be conveniently located. The room should be well lighted and the temperature set at a comfortable level. In addition, on the desk in front of each chair should be:

- a copy of the meeting agenda,
- a list of advisory council members and ex officio members with their addresses and telephone numbers,
- a copy of the advisory council charter and statement of purposes as previously approved by the board,
- a name card, and
- a pad of paper and sharpened pencil.

Refreshments should also be available at the conclusion of the meeting. An important part of the first meeting may be the informal discussions which occur during the refreshment period after the formal meeting is adjourned. Thus, it is important that the meeting start and stop on time so that the council members can enjoy this time and become better acquainted.

The administrator will be the temporary chairperson for the first meeting. The council members need this time to develop relationships with one another before permanent officers are elected. Also a temporary secretary needs to be appointed before the first meeting. This person will usually serve for the first two meetings.

Second Meeting

Preparation for the second meeting is much the same as for the first. The administrator still functions as chairperson for this meeting, however, transfer of leadership to the council members can begin. This is the meeting where the council starts to become operational.

Before the second meeting the administrator should meet with the ad hoc committee appointed in the first meeting to develop a set of bylaws for advisory council operation. The bylaws developed should be a specific set of rules describing the responsibilities of members, and the organizational and operational procedures for the advisory council. These rules are needed to guide the effective and efficient operation of the council. The bylaws will help the council avoid taking inappropriate actions which could reduce or destroy their ability to assist the school.

A copy of these proposed rules should be included when the notice of the meeting and the agenda are mailed to members. This will allow the council members to become familiar with the rules before they are presented for adoption at the second meeting. Example 5, page 47, presents a set of bylaws.

The objectives for the second meeting need to be reflected in the proposed agenda. The following items are usually appropriate:

1. Review the accomplishments of the first meeting.
2. Adopt a set of bylaws which will be forwarded to the board for approval.
3. Elect officers. (An ad hoc committee may be appointed to prepare a list of candidates. Officers could then be elected at the third meeting.)
4. Appoint an ad hoc committee to begin developing the first annual program of work with the aid of a vocational administrator. See Example 6, page 51, for an example of an annual program of work.
5. Identify one area of concern which the committee members will accept as their initial task (e.g., assist in evaluating the adult continuing education program, assist in developing a public relations program for the school).
6. Provide for a short presentation on vocational education.*
7. Set a time, place, and date for the next meeting.
8. Provide refreshments in order to give members an opportunity to become better acquainted.

---

*Each meeting should consist of a short presentation and discussion to better acquaint advisory council members with the school and with vocational education. These learning experiences might include short discussions of each occupational department, tours of the school, a review of the district's policies for vocational education, or visual presentations on vocational education.

EXAMPLE 5

BYLAWS

LOCAL VOCATIONAL EDUCATION ADVISORY COUNCIL

I. Officers

The officers will consist of a chairperson, vice-chairperson, and a recording secretary. These officers will be elected annually at the first regular meeting of the council, and will serve for a one year term. Officers may be reelected. Together, these officers will form the Executive Committee.

II. Subcommittees

A. Subcommittees may be established and discharged by a majority vote of the advisory council members.

B. Subcommittees may be continuous or ad hoc in nature depending upon needs.

C. President of the advisory council can charge a subcommittee to elect its own officers.

D. Purpose of the committee will be specified by the advisory council.

E. Subcommittees may be of any appropriate size. Membership may consist of students, lay citizens, school employees, and members of the advisory council.

F. At council request, a consultant from the school system may be appointed by the school administration to meet regularly with a subcommittee. Special consultants may also help the subcommittee, with advisory council approval.

G. Subcommittees will report regularly to the advisory council.

III. A. The advisory council will plan and operate under an annual program of work. Topics, goals, and activities will be included in the plan.

B. The program for each coming year will be discussed during the ______________ (month) meeting each year.

C. The Executive Committee will consider program proposals of members and then formulate a plan to be presented at the _______________ (month) meeting for action.

IV. Meetings

A. The annual program of work will indicate the regular meetings to be held each year.

B. At least ____* meetings will be held each year.

C. Special meetings may be called, or regular meetings cancelled by action of the Executive Committee.

D. The Executive Committee (and/or chairperson) in consultation with the vocational administration will be responsible for planning the agenda of individual meetings.

E. Each meeting will begin at the announced time and will continue for no more than two hours.

F. Discussion leading toward consensus of the members will be the prevailing procedure used at meetings. Parliamentary procedure will be used only when a decision of the advisory council is to be recorded or transmitted.

G. A quorum will consist of a majority of the officially appointed members of the advisory council.

H. Meeting minutes will be kept of all meetings and copies will be distributed to each council member, the school board chairperson, and top-level school administrators.

V. Responsibilities of Members

A. Each member is expected to attend meetings regularly, participate in the advisory council discussions, and serve on subcommittees when requested.

---

*A consensus of many educators indicates that the most effective local vocational advisory councils meet at least four times during the school year.

B. Each member is expected to carefully study any problems which come before the advisory council before reaching a final decision.

C. Each member is expected to reach a personal decision, after considering the views of other citizens and/or organizations.

D. Each member is expected to respect the rights of fellow council members by not reporting or discussing opinions of individual members. The opinions and conclusions of the advisory council as a whole may be discussed, within the policies approved by the board.

VI. Loss of Membership

Justification for loss of membership, and procedures for reinstatement will be approved by the board.

VII. Use of Consultants

The advisory council may utilize consultants from within and outside the school system, to obtain additional knowledge and assistance as needed.

VIII. Amendments

These rules of operation may be amended by a two-thirds vote of the appointed members of the advisory council and subsequent approval by the board.

EXAMPLE 6

EXAMPLE OF FIRST YEAR PROGRAM OF WORK

September	Develop bylaws for council operation. Elect officers. Identify the existing goals of the vocational program.
November	Form subcommittee to review manpower needs and occupational opportunities in the community. (Findings and recommendations to be discussed in January meeting and then submitted to the board.)
January	Form subcommittee to review school-community public relations program. (Findings and recommendations to be discussed in March meeting and then submitted to the board.)
March	Review the district's one and five year plans for vocational education.
May	Evaluate the school's vocational education program for the year in relation to the goals.
Summer	Hold a joint meeting with the board. Prepare and submit to the board an annual report of activities and accomplishments. State recommendations and/or suggestions for improvement of both the vocational program and the council.

The Functioning Advisory Council

By the end of the third vocational advisory council meeting, the members should be assuming responsibility for the operation of the council. If the annual program of work was approved at the third meeting, subcommittees should be appointed to study the first work topics identified. Any consultants that might be needed should be contacted to help the advisory council in special problem areas. By now members should be comfortable in their roles and ready to contribute to the purposes of the council.

Leadership authority should have been relinquished to the elected officers. These individuals should be prepared to plan and conduct the meetings. Administrators should have established themselves as the school representatives who are guiding council functions and seeking council advice, when appropriate. Each person should have a clearly defined role at this time and should be assuming responsibility for that role.

Role of the Administrator

The effective functioning of an advisory council usually can be attributed to the excellent support and guidance given by the school representative. If this person decides to form a council, he/she must devote time and attention to it. Otherwise, there is a strong possibility that the advisory council soon will be inactive.

As the representative and the link between the council and the school, the administrator sets the tone for the extent and quality of council activity. The council's advice should be sought often, and all suggestions should be followed up by the school administration and/or the board with feedback provided to the council on any action taken. If the suggestions are relevant and workable, administrators should see that appropriate board action is taken as soon as possible. It is vitally important that administrators initiate this follow-up on council recommendations. If the advisory council feels that its efforts are not being supported by the school, the members will probably lose interest and concern.

The advisory council members must be able to identify with the school and its problems if they are to be receptive to the school's needs. Administrators should involve council members in school activities such as vocational faculty meetings, graduation exercises, or special assemblies. Council members may be invited to attend these activities as a guest, or asked to present awards, or to make other presentations.

Advisory council members should also be presented with opportunities to learn more about the students. They should be invited to have lunch in the school cafeteria, to observe a class, to be given a demonstration in a laboratory or to tour the school facilities in general.

Any of these activities will help to familiarize council members with the school and will help to make them feel appreciated. But appreciation needs to be expressed in other ways, too. These council members can make many significant contributions to the school, and administrators should make certain that they are appropriately thanked for their services. The names of the vocational advisory council members should be printed in the school directory. They should be recognized in special school programs and news releases should be written about new and retiring members or outstanding contributions and achievements made by them. They may also be honored by certificates of appreciation or placing nameplates on equipment that they donated to the school.

There are many ways to support the advisory council and help to ensure that it is an active body. A list of "Do's and Do Not's" for administrators working with advisory councils is provided in Figure 1, page 54.

Figure 1.

THE ADMINISTRATOR'S ROLE IN WORKING WITH THE ADVISORY COUNCIL

Do's

1. Do advise the council on the status of their suggestions.
2. Do advise the council on school regulations that might affect them.
3. Do help the chairperson plan the agenda for each meeting.
4. Do have a good knowledge of all problems presented to the council and be able to discuss them intelligently.
5. Do seek out and listen to the advice and opinions of council members.
6. Do take time to listen to a council member who stops by to talk.
7. Do provide the council members with all the necessary background information before they discuss a school problem.

Do Not's

1. Do not underestimate the intelligence of council members or their interest in educational matters.
2. Do not allow the council to become administrative in function.
3. Do not initiate programs without consulting the advisory council.
4. Do not take any action that is within the realm of the advisory council without first consulting council members.
5. Do not make the objectives of the council too broad, or allow the council to stray too far from original objectives.
6. Do not ignore the council's recommendations.
7. Do not make promises to the council that are out of line with administrative authority or school policy.
8. Do not solicit council advice or allow council members to offer advice on any matters that are strictly within the realm of authority of the school administration (e.g., teacher evaluation).

Role of the Chairperson

It is usually recommended that a layperson serve as the advisory council chairperson. This helps the representatives from the community to feel more responsible for the success of the council. It also firmly establishes the group as an advisory council representing the interests of the community.

The chairperson must be sensitive to the views of others and must possess good judgment, fairness, and reasonableness. This person has a responsibility to see that the meeting starts and finishes on time. He/she should see that the meeting is conducted in a business-like manner and contributes to the objectives of the council. These meetings should follow prepared agendas (see page 56) and should be conducted using informal parliamentary procedures.

When conducting the meeting, the chairperson should introduce each new topic of discussion and see that all pertinent information is presented, reviewed, and understood. The chairperson should make sure that each member has an opportunity to express his/her opinion on topics and that these opinions are accepted as valuable contributions.

He/she should direct discussion to relevant issues and close discussion by summarizing and getting group consensus. This group opinion should be repeated before it is officially included in the minutes.

Role of the Secretary

As school representatives, administrators will probably serve as advisory council secretaries. This is advisable because of the amount of work involved. It is also preferred because administrators have easy access to school supplies, duplicating equipment, and clerical assistance.

As the vocational advisory council secretary, the administrator has the following major duties:

EXAMPLE 7

AGENDA FOR A REGULAR MEETING

7:30 p.m.	Meeting called to order
	Roll call
	Minutes of last meeting
	Report by the subcommittee on evaluation of school-community public relations
	Report by school public relations officer
8:30 p.m.	Discussion of reports and recommendations
	View film on vocational education
	Discussion of film
	Subcommittee reports
	Unfinished business
9:30 p.m.	Adjournment
	Refreshments

- Plan the agenda with the chairperson.
- Provide all council members with a copy of the agenda at least two weeks before the meeting.
- Notify members of date, time, and place of meeting.
- Make and verify meeting room reservations.
- Prepare any special reports for the council or subcommittees.
- Invite top-level administrators, other staff members, consultants, or guests to attend meetings, when appropriate.
- Make arrangements for any special equipment that may be needed (e.g., record players, projectors, screens).
- Call members to remind them of the meeting.
- Prepare a report of action taken on recommendations made at previous meeting.
- Record, maintain, and distribute minutes of meetings to each member of the council, the chairperson of the board, and the administration.

A large part of the administrator's job as advisory council secretary will be to prepare accurately the minutes of all meetings. The minutes should be a summary report or record of the meeting--not a verbatim report of all discussion. Important comments (such as suggestions or definite commitments) might be recorded and the speaker clearly identified in the minutes. Any recommendations made by the council should be summarized in the report and approved by the members. The minutes of the meeting should include:

- names of members present,
- names of school personnel and guests attending,
- date and place of meeting,
- time the meeting was called to order,
- summary of all reports,

- summary of discussions and agreements reached,
- date and place of the next meeting, and
- time the meeting was adjourned.

Each person involved in a vocational advisory council has a responsibility to see that everything possible is done to make the council function effectively. Members will usually accept this responsibility if they feel that they are appreciated and their advice is needed and being used. The officers of the council, and the administrator in particular, have a responsibility to help these council members and to see that the council is supported by the school.

HOW TO INVOLVE THE COMMUNITY THROUGH ADVISORY COUNCILS

Responsible agencies in vocational education have repeatedly pointed out that organized and intelligent use of advisory councils is a vital factor in the stimulation of community participation which results in better understanding of the vocational programs, and their contributions. In addition, these councils aid the process of insuring that the vocational education program meets the needs of those for whom it is intended. This involvement of those whose tax dollars support the program tends to hold the school accountable for using the full resources of the community to improve both the quality and quantity of vocational education.

One of the major functions of an advisory council is to provide a continuous line of communications between the vocational program and the community. This function serves to develop community awareness, as well as being the stimulus to interest other individuals in vocational education. Some methods an advisory council may use to involve the community include:

- Developing community awareness of the vocational facility and its equipment through an open house,
- Speaking to civic and service clubs in the community,
- Developing a format to promote vocational programs through newspaper, radio, television, and other media,
- Establishing an awards program for outstanding students,
- Providing input at board meetings,
- Planning participation in public funding activities, and
- Providing information to special populations in the local community, such as the disadvantaged, handicapped, and minorities.

2

Another way to involve the community is to identify those community resources that may be used to enhance the vocational education program to make arrangements for using them. Some strategies that may be used to do this are as follows:

- Provide sites for field trips,
- Identify potential co-op work experience stations,
- Identify personnel from business or industry who can provide in-school instruction and counseling on a variety of subjects, including current business practices, and
- Assist in obtaining instructional materials used in industry and company training programs.

It is the responsibility of all council members, the vocational education staff, and the school administration to participate in these activities and to identify these different community resources to help enhance and enrich the vocational program of the school.

References

1. American Vocational Association. The Advisory Committee and Vocational Education. Washington, D.C.: American Vocational Association, Inc., 1969.

2. Burt, Samuel M. The State Advisory Councils on Vocational Education. Washington, D.C.: The S.E. Upjohn Institute, 1969.

3. Burt, Samuel M. Industry and Vocational-Technical Education. New York: McGraw-Hill Book Co., 1967.

4. Ellis, Mary Louise. A Synthesis of Activities Leading to the Enactment of the Vocational Education Act of 1963. Submitted to the Faculty of the Graduate College of Oklahoma State University in partial fulfillment of the requirements for the Degree of Doctor of Education. Ann Arbor, Michigan: University Microfilms, 1972.

5. Ely, Ron H. "How to Organize and Maintain a Productive Advisory Committee," American Vocational Journal, Vol. 52, No. 1, January 1977.

6. Hamlin, Herbert M. Citizen Participation in Local Policy Making for Public Education. Urbana, Il: University of Illinois College of Education, 1960.

7. King, Sam W. Organization and Effective Use of Advisory Committees. U.S. Department of Health, Education, and Welfare.

8. National Advisory Council on Vocational Education. Annual Report, July 15, 1969. (Including Second-Eighth Reports) Washington, D.C.: DHEW, 1969.

9. Nerden, Joseph T. "Advisory Committees in Vocational Educaiton," American Vocational Journal, Vol. 52, No. 1, January 1977.

10. Riendeau, Albert J. Advisory Committees for Occupational Education: A Guide to Organization and Operation. New York: McGraw-Hill, Inc., 1977.

11. Strong, Merle E. and Schaefer, Carl J. Introduction to Trade, Industrial, and Technical Education. Columbus, Ohio: Charles E. Merrill Publishing Company, 1975.

12. Swanson, J. Chester (ed.). Development of Federal Legislation for Vocational Education. Chicago: American Technical Society, 1966.

13. Thompson, John F. Foundations of Vocational Education: Social and Philosophical Concepts. Englewood Cliffs, N.J.: Prentice-Hall, Inc.,1973.

14. Vocational Education: The Bridge Between Man and His Work. General Report of the Advisory Council on Vocational Education. Washington D.C.: U.S. Government Printing Office, 1968.

15. Whitten, Benjamin, et al. "The Effective Functioning of Local Advisory Committees," American Vocational Journal, Vol. 52. No. 1, January 1977.

PART III

LEARNER ACTIVITIES

Activity #1

Situation: As the new principal of Spring Valley High School, Mr. Hennessy was aware of the provisions of the 1976 Educational Amendments mandating local advisory councils to vocational education. Additionally, he also felt that the school's vocational program was in need of community input to make it more relevant. Mr. Hennessy's first step was to draft a statement of purposes and a charter for the council he wanted. These were then forwarded to the board, hopefully for their approval at the next board meeting. Mr. Hennessy then began drafting a list of possible members for the new council and awaited the board's decision.

Objectives: Evaluate the approach used by the administrator in the preceding situation in terms of:

(1) the strengths and weaknesses of the approach used and
(2) ways in which the situation could have been more effectively handled.

Activity #1--Sample Answer

Situation: As the new principal of Spring Valley High School, Mr. Hennessy was aware of the provisions of the 1976 Educational Amendments mandating local advisory councils to vocational education. Additionally, he also felt that the school's vocational program was in need of community input to make it more relevant. Mr. Hennessy's first step was to draft a statement of purposes and a charter for the council he wanted. These were then forwarded to the board, hopefully for their approval at the next board meeting. Mr. Hennessy then began drafting a list of possible members for the new council and awaited the board's decision.

Objectives: Evaluate the approach used by the administrator in the preceding situation in terms of:

(1) the strengths and weaknesses of the approach used and
(2) ways in which the situation could have been more effectively handled.

Response: Mr. Hennessy had all the right reasons for wanting to form an advisory council; however, his initial procedures leave much to be desired. Prior to drafting a charter or statement of purposes, Mr. Hennessy should have introduced the idea of an advisory council to his vocational staff and his superintendent. After gaining their support, he should have then checked for the existence of a prior council. If none was found, he would then have been justified in drafting a council charter and statement of purposes. If, however, evidence was found to indicate the existence of an advisory council, Mr. Hennessy should have taken steps to have this council dissolved prior to creating a new one.

Activity #2

Situation: Following a decision by the local school board, Ms. Marshall began her search for prospective community leaders to function on her newly authorized vocational advisory council. Nine persons were identified, contacted, and appointed. Among the nine appointees, Ms. Marshall had included Dr. Bob House, a professor of vocational education at the local university and a personal friend of Ms. Marshall. During the first meeting Ms. Marshall introduced the new council members to each other and announced that Dr. House would function as the council chairman by virtue of his expertise in the area of vocational education. Ms. Marshall then gave a brief history of the vocational program at the school and adjourned the meeting.

Objectives: Evaluate the approach used by the administrator in the preceding situation in terms of:

(1) the strengths and weaknesses of the approach used and
(2) ways in which the situation could have been more effectively handled.

Activity #2--Sample Answer

Situation: Following a decision by the local school board, Ms. Marshall began her search for prospective community leaders to function on her newly authorized vocational advisory council. Nine persons were identified, contacted, and appointed. Among the nine appointees, Ms. Marshall had included Dr. Bob House, a professor of vocational education at the local university and a personal friend of Ms. Marshall. During the first meeting Ms. Marshall introduced the new council members to each other and announced that Dr. House would function as the council chairman by virtue of his expertise in the area of vocational education. Ms. Marshall then gave a brief history of the vocational program at the school and adjourned the meeting.

Objectives: Evaluate the approach used by the administrator in the preceding situation in terms of:
(1) the strengths and weaknesses of the approach used and
(2) ways in which the situation could have been more effectively handled.

Response: Ms. Marshall did a fine job of organizing her advisory council. In fact her execution was a text book example of "how to do it" until she came to the first meeting. At this point she faltered. By appointing Dr. House chairperson of the council, she in essence told the council two things: (1) that she had little confidence in their ability to select a worthy chairperson, and (2) that she did not feel they could conduct the business of advising her on vocational education without assistance.

The council chairperson should always be elected by the council members from within their own ranks. It is usually recommended that a layperson serve in this capacity since this helps the council members feel more responsible for the success of the council. It also establishes the group as an advisory council representing the interest of the community.

Activity #3

Situation: The agriculture program at Ben Franklin High School had been in need of a new show barn for two years. The students needed the laboratory experience and the animals needed the shelter during severe weather. Mr. Woods had tried on several occasions to get approval for a new barn, but his requests had fallen on deaf ears. He now had decided to use his advisory council to put pressure on the board. At a monthly advisory council meeting, Mr. Woods asked the council to recommend a new show barn be constructed. He pointed out that this would improve the agriculture program and make the FFA activities a more productive experience for the students. The council agreed that the facility was needed and asked Mr. Woods to write up their recommendation and forward it to the board.

Objectives: Evaluate the approach used by the administrator in the preceding situation in terms of:

(1) the strengths and weaknesses of the approach used and
(2) ways in which the situation could have been more effectively handled.

Activity #3--Sample Answer

Situation: The agriculture program at Ben Franklin High School had been in need of a new show barn for two years. The students needed the laboratory experience and the animals needed the shelter during severe weather. Mr. Woods had tried on several occasions to get approval for a new barn, but his requests had fallen on deaf ears. He now had decided to use his advisory council to put pressure on the board. At a monthly advisory council meeting, Mr. Woods asked the council to recommend a new show barn be constructed. He pointed out that this would improve the agriculture program and make the FFA activities a more productive experience for the students. The council agreed that the facility was needed and asked Mr. Woods to write up their recommendation and forward it to the board.

Objectives: Evaluate the approach used by the administrator in the preceding situation in terms of:
(1) the strengths and weaknesses of the approach used and
(2) ways in which the situation could have been more effectively handled.

Response: Although Mr. Woods' motives were right, his use of the advisory council was not entirely proper. Advisory councils should not be used as rubber stamps by administrators to secure the things they want.

This problem should have been introduced to the council in the form of a recommendation from the agriculture advisory committee. The council should have then evaluated the recommendation and either forwarded it to the board or rejected it based on their findings. The council's decision should have then been transmitted to the agriculture advisory committee to let them know what action had been taken on their recommendation.

Activity #4

Situation: Ms. Lovejoy was very disillusioned with the local vocational advisory council she had organized. The members seemed very apathetic about their roles and only about half of the members had attended the council meeting tonight. She had tried to identify the problem, but still had no idea what it might be. As she was reaching for a cookie during the refreshment period after the meeting, she overheard the following conversation between two council members.

> "Mike, do you know what happened to our recommendations for establishing a new program in the health occupations? Ms. Lovejoy was supposed to give them to the board about three months ago."
>
> "Yeah, Al, a friend of mine who serves on the board told me they were approved last month. The only problem was that they weren't the recommendations we gave to Ms. Lovejoy. She made some revisions after we made our recommendations."

Objectives: Evaluate the approach used by the administrator in the preceding situation in terms of:

(1) the strengths and weaknesses of the approach used and
(2) ways in which the situation could have been more effectively handled.

Activity #4--Sample Answer

Situation: Ms. Lovejoy was very disillusioned with the local vocational advisory council she had organized. The members seemed very apathetic about their roles and only about half of the members had attended the council meeting tonight. She had tried to identify the problem, but still had no idea what it might be. As she was reaching for a cookie during the refreshment period after the meeting, she overheard the following conversation between two council members,

> "Mike, do you know what happened to our recommendations for establishing a new program in the health occupations? Ms. Lovejoy was supposed to give them to the board about three months ago."
>
> "Yeah, Al, a friend of mine who serves on the board told me they were approved last month. The only problem was that they weren't the recommendations we gave to Ms. Lovejoy. She made some revisions after we made our recommendations."

Objectives: Evaluate the approach used by the administrator in the preceding situation in terms of:

(1) the strengths and weaknesses of the approach used and
(2) ways in which the situation could have been more effectively handled.

Response: The only thing Ms. Lovejoy did correctly in this situation was to provide refreshments for the council members. Her failure to forward the council's recommendations as originally developed showed a lack of consideration for the council members and precipitated the apathetic posture of the council.

As the school representative and an ex officio council member, Ms. Lovejoy had no authority to alter any suggestion made by the council. If she felt the council's recommendations were in error, she should have asked them to reconsider their suggestion. If, however, the council refused, the recommendation should have been forwarded as originally decided.

Additionally, Ms. Lovejoy failed to fulfill her responsibility to the council of keeping them informed on the status of their recommendations. Without adequate feedback, an advisory council can only assume its suggestions are being ignored and its time being wasted.

PART IV

SELF-ASSESSMENT ANSWER KEY

Self-Assessment

Directions: The following questions are either multiple choice or short answer. For the multiple choce questions, circle all correct responses. For the short answer questions, list the items you feel are most appropriate.

1. The Commission on National Aid to Vocational Education was the impetus for the enactment of which of the following key pieces of vocational education legislation:

   a. Smith-Hughes Act.
   b. 1963 Vocational Education Act.
   c. 1968 Vocational Education Amendments.
   d. b and c above.

2. The Panel of Consultants on Vocational Education was convened by the President for the purposes of reviewing, evaluating, and recommending improvements in the vocational education program of the United States. That President was ____________________.

   a. Woodrow Wilson.
   b. John F. Kennedy.
   c. Lyndon B. Johnson.
   d. Richard Nixon.

3. The National Advisory Council on Vocational Education was mandated by which legislative action?

   a. Smith-Hughes Act.
   b. 1963 Vocational Education Act.
   c. 1968 Vocational Education Amendments.
   d. 1976 Education Amendments.

4. As a result of the Education Amendments of 1976, which of the following was mandated for the first time by federal law?

   a. The National Advisory Council on Vocational Education.
   b. State Advisory Councils.
   c. Local Advisory Councils.
   d. Occupational or Program Area Advisory Committees.

5. List 3 reasons for having a local advisory council on vocational education. Include reasons other than "legislative mandate".

   a.

   b.

   c.

6. Which of the following is not a function of a local advisory council?

   a. To help promote and publicize vocational education.
   b. To evaluate and hire vocational personnel.
   c. To coordinate and support occupational advisory committees.
   d. To help develop and evaluate vocational programs.

7. List at least 5 activities which local advisory councils can engage in to help develop and evaluate a school's vocational program.

   a.

   b.

   c.

   d.

   e.

8. As individuals, local advisory council members can do much to promote and publicize vocational education. List at least 4 such activities in which you as an administrator would encourage your council members to participate.

   a.

   b.

   c.

   d.

9. In organizing an advisory council it is always a good idea to first cultivate a supportive attitude among superiors and subordinates as well as check for the existence of prior councils.

   a. True.
   b. False.

10. Since local advisory councils have been mandated by federal legislation, it is not necessary to secure board approval prior to organizing one.

   a. True.
   b. False.

11. Often board members will have many questions concerning the organization of an advisory council. In order to answer these questions, administrators should supply the local board with at least two of the following documents. The two documents are:

   a. A statement of need.
   b. A statement of purpose.
   c. A copy of the federal legislation mandating the council.
   d. A charter.

12. The number of advisory council members should be based upon the size of the school and community. Most authorities, however, recommend the following number for a general vocational education advisory council:

    a. 9 to 12.
    b. 5 to 9.
    c. 15 to 21.
    d. None of the above.

13. List four qualities an advisory council member should possess.

    a.

    b.

    c.

    d.

14. Identify the various functions of the administrator in working with a local advisory council.

    a. Serves as council chairperson.
    b. Facilitates communication between the council and the school.
    c. Involves council members in school activities.
    d. Dictates council recommendations to the council.
    e. Recognizes the accomplishments and efforts of council members.
    f. Seeks advice and follows up all suggestions.

15. In planning the first advisory council meeting, the administrator is responsible for which of the following:

    a. Notifying the members.
    b. Preparing an agenda.
    c. Setting up the meeting room.
    d. Providing refreshments.
    e. All of the above.

16. Leadership authority should be relinquished by the administrator to the elected council officers.......

    a. Following the first meeting.
    b. At the second meeting.
    c. At least by the third meeting.
    d. When the administrator feels they can handle it.

17. Which of the following should the administrator avoid when working with an advisory council?

    a. Advising the council on the status of their suggestions.
    b. Underestimating the intelligence of council members.
    c. Allowing the council to assume administrative functions.
    d. Initiating programs prior to consulting the council.
    e. Helping the chairperson plan the agenda for each meeting.
    f. Advising the council on school regulations.
    g. Ignoring certain council recommendations.

18. The council chairperson plays an important role in the success of a council. This person has a responsibility for which of the following?

    a. Starting and stopping meetings on time.
    b. Providing adequate meeting facilities.
    c. Conducting the meetings in a business-like manner.
    d. Soliciting opinions from all members of the council.
    e. Preparing minutes of the meetings.
    f. Directing the discussion to relevant issues.

19. The role of the council secretary is generally fulfilled by:

    a. An appointed council member.
    b. A staff secretary provided by the school.
    c. The school administrator.
    d. None of the above.

20. List 5 major duties of the council secretary.

    a.

    b.

    c.

    d.

    e.

21. One of the major functions of an advisory council is to provide a continuous line of communication between the vocational program and the community. List four methods a council may use to involve the community in vocational education.

    a.

    b.

    c.

    d.

22. Council members should be continuously on the lookout for resources in the community that can enhance and enrich the vocational program of the school. Some strategies that may be used are as follows:

   a. Providing cites for field trips.
   b. Identifying potential co-op work experience stations.
   c. Pressuring businessmen to supply pieces of equipment and supplies.
   d. Identifying personnel from business or industry who can provide in-school instruction and counseling on a variety of subjects and current practices.

23. The Texas State Advisory Council for Technical-Vocational Education was established for which of the following purposes? (Circle one)

   a. To meet federal legislative mandates.
   b. To develop state policy concerning technical-vocational programs.
   c. To establish a climate conducive to the development of technical, vocational, and manpower training in institutions in Texas.
   d. To act as a manpower council for developing Texas' human resources.

24. Among some of the activities in which the Texas Advisory Council has engaged are which of the following?

   a. Providing technical assistance to vocational educators and local advisory councils.
   b. Developing information brochures on the formation and effective use of advisory councils.
   c. Conducting public forum activities throughout the state.
   d. All of the above

25. The Texas Advisory Council is required by law to submit an annual report to the U.S. Office of Education. Which of the following also receive reports from the Advisory Council concerning the effectiveness of vocational education in Texas?

   a. The State Board of Education.
   b. The Governor.
   c. The Texas Legislature.
   d. All of the above.
   e. a and b above only.

Answer Key

Directions: The following questions are either multiple choice or short answer. For the multiple choce questions, circle all correct responses. For the short answer questions, list the items you feel are most appropriate.

1. The Commission on National Aid to Vocational Education was the impetus for the enactment of which of the following key pieces of vocational education legislation:

   [✓ a.] Smith-Hughes Act.
   b. 1963 Vocational Education Act.
   c. 1968 Vocational Education Amendments.
   d. b and c above.

2. The Panel of Consultants on Vocational Education was convened by the President for the purposes of reviewing, evaluating, and recommending improvements in the vocational education program of the United States. That President was ____________________.

   a. Woodrow Wilson.
   [✓ b.] John F. Kennedy.
   c. Lyndon B. Johnson.
   d. Richard Nixon.

3. The National Advisory Council on Vocational Education was mandated by which legislative action?

   a. Smith-Hughes Act.
   b. 1963 Vocational Education Act.
   [✓ c.] 1968 Vocational Education Amendments.
   d. 1976 Education Amendments.

4. As a result of the Education Amendments of 1976, which of the following was mandated for the first time by federal law?

   a. The National Advisory Council on Vocational Education.
   b. State Advisory Councils.
   [✓ c.] Local Advisory Councils.
   d. Occupational or Program Area Advisory Committees.

5. List 3 reasons for having a local advisory council on vocational education. Include reasons other than "legislative mandate".

   Reasons should include at least three of the following:

   1. *To open channels of communication with the public.*
   2. *To coordinate school programs with training programs of employers, public agencies, and private schools.*
   3. *To sell vocational education to business and industry.*
   4. *To determine community needs*
   5. *To insure program relevancy*

6. Which of the following is not a function of a local advisory council?

   a. To help promote and publicize vocational education.
   [✓ b.] To evaluate and hire vocational personnel.
   c. To coordinate and support occupational advisory committees.
   d. To help develop and evaluate vocational programs.

7. List at least 5 activities which local advisory councils can engage in to help develop and evaluate a school's vocational program.

   Activities should include at least five of the following:

   1. *Conduct community needs assessments.*
   2. *Help establish new vocational programs as needed.*
   3. *Assist in cost analysis of specialized programs.*
   4. *Assist in budget preparation and review.*
   5. *Help establish student proficiency standards.*
   6. *Assist in developing programs for the disadvantaged and handicapped.*
   7. *Assist in developing continuing education programs for adults.*
   8. *Help plan student placement programs.*
   9. *Establish cooperative relationships between school and industry.*
   10. *Assist in equipment selection and acquisition.*
   11. *Assist in preparation and evaluation of one and five year plans.*
   12. *Help review, evaluate, and update existing occupational programs.*
   13. *Identify community resources to assist occupational programs.*

8. As individuals, local advisory council members can do much to promote and publicize vocational education. List at least 4 such activities in which you as an administrator would encourage your council members to participate.

   Methods should include at least four of the following:

   1. *Developing community awareness of the vocational facility and its equipment through an open house.*
   2. *Speaking to civic and service clubs in the community.*
   3. *Developing a format to promote vocational programs through newspapers, radio, television, and other media.*
   4. *Establishing an awards program for outstanding students.*
   5. *Providing input at board meetings.*
   6. *Planning participation in public funding activities.*
   7. *Providing information to special populations in the local community, such as the disadvantaged, handicapped, and minorities.*

9. In organizing an advisory council it is always a good idea to first cultivate a supportive attitude among superiors and subordinates as well as check for the existence of prior councils.

   [✓ a.] True.
   b. False.

10. Since local advisory councils have been mandated by federal legislation, it is not necessary to secure board approval prior to organizing one.

   a. True.
   [✓ b.] False.

11. Often board members will have many questions concerning the organization of an advisory council. In order to answer these questions, administrators should supply the local board with at least two of the following documents. The two documents are:

   a. A statement of need.
   [✓ b.] A statement of purpose.
   c. A copy of the federal legislation mandating the council.
   [✓ d.] A charter.

12. The number of advisory council members should be based upon the size of the school and community. Most authorities, however, recommend the following number for a general vocational education advisory council:

[✓ a.] 9 to 12.
b. 5 to 9.
c. 15 to 21.
d. None of the above.

13. List four qualities an advisory council member should possess.

A list of qualities should include at least four of the following:

1. *The respect of the people they work with.*
2. *Intelligence, integrity, and courage.*
3. *Enthusiasm.*
4. *The ability to work well in groups.*
5. *Available time to attend meetings and to keep abreast of school activities.*
6. *A cooperative, civic minded, and responsible attitude.*

14. Identify the various functions of the administrator in working with a local advisory council.

a. Serves as council chairperson.
[✓ b.] Facilitates communication between the council and the school.
[✓ c.] Involves council members in school activities.
d. Dictates council recommendations to the council.
[✓ e.] Recognizes the accomplishments and efforts of council members.
[✓ f.] Seeks advice and follows up all suggestions.

15. In planning the first advisory council meeting, the administrator is responsible for which of the following:

a. Notifying the members.
b. Preparing an agenda.
c. Setting up the meeting room.
d. Providing refreshments.
[✓ e.] All of the above.

16. Leadership authority should be relinquished by the administrator to the elected council officers.......

a. Following the first meeting.
b. At the second meeting.
[✓ c.] At least by the third meeting.
d. When the administrator feels they can handle it.

17. Which of the following should the administrator avoid when working with an advisory council?

a. Advising the council on the status of their suggestions.
[✓ b.] Underestimating the intelligence of council members.
[✓ c.] Allowing the council to assume administrative functions.
[✓ d.] Initiating programs prior to consulting the council.
e. Helping the chairperson plan the agenda for each meeting.
f. Advising the council on school regulations.
[✓ g.] Ignoring certain council recommendations.

18. The council chairperson plays an important role in the success of a council. This person has a responsibility for which of the following?

[✓ a.] Starting and stopping meetings on time.
b. Providing adequate meeting facilities.
[✓ c.] Conducting the meetings in a business-like manner.
[✓ d.] Soliciting opinions from all members of the council.
e. Preparing minutes of the meetings.
[✓ f.] Directing the discussion to relevant issues.

19. The role of the council secretary is generally fulfilled by:

a. An appointed council member.
b. A staff secretary provided by the school.
[✓ c.] The school administrator.
d. None of the above.

20. List 5 major duties of the council secretary.

Duties should include at least five of the following:

1. *Plan the agenda with the chairperson.*
2. *Provide all council members with a copy of the agenda.*
3. *Notify members of date, time, and place of meeting.*
4. *Make and verify meeting room reservations.*
5. *Prepare any special reports needed for the council.*
6. *Record, maintain, and distribute minutes of meetings to each member.*
7. *Prepare a report of action taken on recommendations made.*
8. *Call members to remind them of the meeting.*
9. *Make arrangements for any special equipment that may be needed.*
10. *Invite top-level administrators, staff, consultants, etc. as required.*

21. One of the major functions of an advisory council is to provide a continuous line of communication between the vocational program and the community. List four methods a council may use to involve the community in vocational education.

Activities should include at least four of the following:

1. *Provide speakers.*
2. *Provide news releases.*
3. *"Sell" vocational education to friends, clubs, business associates.*
4. *Advise employees and employers of school programs.*
5. *Participate in radio and television programs that promote vocational education.*
6. *Attend and participate in education workshops and conferences.*
7. *Support vocational education legislation and bond issues.*
8. *Encourage employees to invite students, teachers, and administrators for a visit.*

22. Council members should be continuously on the lookout for resources in the community that can enhance and enrich the vocational program of the school. Some strategies that may be used are as follows:

[✓ a.] Providing cites for field trips.
[✓ b.] Identifying potential co-op work experience stations.
c. Pressuring businessmen to supply pieces of equipment and supplies.
[✓ d.] Identifying personnel from business or industry who can provide in-school instruction and counseling on a variety of subjects and current practices.

23. The Texas State Advisory Council for Technical-Vocational Education was established for which of the following purposes? (Circle one)

a. To meet federal legislative mandates.
b. To develop state policy concerning technical-vocational programs.
[✓ c.] To establish a climate conducive to the development of technical, vocational, and manpower training in institutions in Texas.
d. To act as a manpower council for developing Texas' human resources.

24. Among some of the activities in which the Texas Advisory Council has engaged are which of the following?

a. Providing technical assistance to vocational educators and local advisory councils.
b. Developing information brochures on the formation and effective use of advisory councils.
c. Conducting public forum activities throughout the state.
[✓ d.] All of the above

25. The Texas Advisory Council is required by law to submit an annual report to the U.S. Office of Education. Which of the following also receive reports from the Advisory Council concerning the effectiveness of vocational education in Texas?

a. The State Board of Education.
b. The Governor.
c. The Texas Legislature.
[✓ d.] All of the above.
e. a and b above only.

UNIT FOUR

ORGANIZATIONAL AND ADMINISTRATIVE STRUCTURE OF VOCATIONAL EDUCATION

Table of Contents

Introduction

PART 1.

Description 1

Goal 1

Objectives 1

Suggested Instructional Activities 4

Definition of Terms. 6

PART 2.

Resource Readings. 11

- Federal-level Administrative Structure of Vocational Education
- State-level Administrative Structure of Vocational Education
- Texas Education Agency Key Administrative Personnel
- Local-level Administrative Structure of Vocational Education

References 45

PART 3.

Learner Activities 47

PART 4.

Self Assessment. 55

Answer Key 59

INTRODUCTION

Vocational education is administered at three governmental levels--federal, state, and local. Although the overall policy for the administration of vocational education has been established through federal legislation, the legal responsibility for education rests at the state level.

In order to achieve the goals and objectives of vocational education to the greatest extent possible, it is imperative that those persons preparing to enter decision-making positions understand the administrative structure at each of the three levels. This knowledge will aid the administrator in planning, organizing, implementing, developing, and evaluating vocational education which will result in improved programs and services.

PART I

DESCRIPTION
GOAL
OBJECTIVES
SUGGESTED INSTRUCTIONAL ACTIVITIES
DEFINITIONS

ORGANIZATIONAL AND ADMINISTRATIVE STRUCTURE OF VOCATIONAL EDUCATION

Description

This unit focuses on the organizational and administrative structure of vocational education at the federal, state, and local levels. Special attention is given to vocational programs offered by local school districts in Texas. Included also is information on vocational programs and services available for special populations, including the disadvantaged, the handicapped, adults, displaced homemakers, etc.

Goal

The learner will develop an understanding of the administrative organization of vocational education at the federal, state, and local levels. In addition, the learner will develop an awareness of vocational programs and services offered by local school districts in Texas.

Objectives

Specifically, the learner will:

4.1 Demonstrate an understanding of the organizational and administrative structure of vocational education at the federal level.

  4.11 Identify the title of the person who heads the U.S. Office of Education (USOE).

  4.12 Identify the bureaus within the U.S. Office of Education.

  4.13 List the three major goals of the U.S. Office of Education.

  4.14 Identify the first federal agency concerned with the administration of vocational education and the legislation which created it.

4.15 Identify the division within the Bureau of Occupational and Adult Education (BOAE) which administers vocational education at the federal level today.

4.16 List five functions and/or responsibilities of the BOAE.

4.2 Demonstrate an understanding of the organizational and administrative structure of vocational education at the state level.

4.21 Identify the administrative level at which the legal responsibility for education rests.

4.22 Identify the title of executive officer of the Texas Education Agency (TEA).

4.23 Identify the sole agency responsible for the administration of the State Plan.

4.24 Describe the composition of the State Board for Vocational Education.

4.25 Identify the department within TEA which is responsible for the administration, planning, and coordination of vocational programs.

4.26 Identify five functions of the Department of Occupational Education and Technology (DOET).

4.27 Identify the title of the person who heads the DOET.

4.28 List the divisions within the DOET.

4.29 List five functions of each of the divisions within the DOET.

4.30 Identify the eight secondary vocational program areas.

4.3 Demonstrate an understanding of the organizational and administrative structure of vocational education at the local level.

4.31 Identify the body of persons who administer education at the local level.

4.32 Identify the top-level educational administrator at the local level.

4.33 Describe the minimum eligibility requirements which a local district must meet in order to request approval for a vocational administrator.

4.34 Describe the number of vocational units necessary for the allocation of a vocational supervisor and for additional supervisors.

4.35 List four basic publications available from TEA which the administrator responsible for vocational education should have.

4.36 List five responsibilities of the local administrator in charge of vocational education.

4.37 List and describe the three types of secondary schools in Texas which offer vocational education programs.

4.38 Describe the eight secondary vocational program areas offered in Texas public schools and the organizations for instruction of each.

4.39 Describe the purpose of vocational youth organizations.

4.40 List the vocational youth organization(s) for each of the program areas.

4.41 Describe the special vocational program for disadvantaged students.

4.42 Describe the special vocational program for handicapped students.

4.43 List the types of vocational classes which may be offered for adults.

4.44 List the vocational program areas which may be offered for adults.

4.45 Describe three functions of the local advisory council or the local program area advisory committee.

4.46 Describe an alternative to a school district which is unable to offer appropriate vocational education in all occupational areas as needed.

4.47 List and describe secondary vocational program improvement and support services which are available to local school districts under the 1976 Education Amendments and the Texas State Plan for Vocational Education.

Suggested Instructional Activities

1. A more in-depth understanding of the vocational programs areas (i.e. homemaking, agriculture, etc.) offered in secondary schools can be gained by...

a. dividing the class into groups and assigning one program area to each group. Each group will develop a written report as well as a class presentation on the assigned program area. The Program Standards for each area should be used as resources for the reports and presentations. Students may also investigate the possibility of borrowing slide/tape presentations that many school districts have produced on their vocational programs.

b. inviting a vocational teacher from each of the program areas to speak to the class.

2. Invite student representatives from each of the vocational youth organizations to participate in a panel discussion for the class. These young people can explain the purposes of their organizations, as well as relating their activities in the organizations. Each should also be asked to tell how vocational education has contributed to his/her personal growth and career development.

3. Arrange for the class to tour an area vocational school, the vocational department of a comprehensive high school, and/or a vocational-technical high

school. Before the tour, class members should have some understanding of the vocational program areas, and objectives for the tour should be planned. Have each student write a report following the tour (or tours) and discuss these reports at the next class meeting.

4. Invite a state-level vocational administrator (such as an area consultant) to address the class concerning the way the state functions in relation to the local districts. A question and answer period should be planned.

5. Make student handouts from the organizational charts in this unit. Use them for discussion purposes.

6. Make a student handout from "Figure 5. Vocational Youth Leadership Organizations" on page 28 in this unit. Use it for discussion purposes.

7. Acquire copies of the following publications from Texas Education Agency and make them available to students:

- The Texas State Plan for Vocational Education
- Guide for Planning Vocational Programs for Local Education Agencies
- Program Standards for Public Schools (request all program areas)
- A Certified List of Courses for Occupational Education and Technology.

Note: The preceding publications may also be borrowed from local vocational administrators.

Definition of Terms

The following terms are defined as they are used in this unit:

- Regular Programs of Occupational Instruction usually have established rates of progress expected of all students. A regular program usually has entrance requirements, such as reading ability and computational knowledge and skills required to benefit from instruction, and physical abilities which will permit the student to use standard facilities and equipment.
- Disadvantaged Persons are those (other than handicapped persons) who have academic or economic disadvantages which prevent them from succeeding in vocational education or consumer and homemaking programs designed for persons without such disadvantages, and who for that reason require specially designed programs or related services. An individual is considered to be educationally disadvantaged if he/she (1) lacks reading and writing skills, (2) lacks mathematical skills, or (3) has limited English-speaking ability which prevents the individual from succeeding in regular programs of occupational instruction.
- Handicapped Persons are individuals who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, or other health impaired persons, including persons who suffer from learning disabilities to the extent the disability is a health impairment, who, by reason thereof require special education and related services. These persons cannot succeed in the regular vocational education program without special educational assistance or require a modified vocational education program.
- Vocational Program Area, is the administrative unit at the state level under which vocational programs are conducted (i.e., Vocational Industrial Education, Distributive Education, Vocational Agriculture Education, etc.).

- Vocational Administrator Unit is described as one whose responsibilities extend to all facets of a district's vocational program under the jurisdiction of the district superintendent. These responsibilities include, but are not limited to, the instructional program, guidance and counseling, school and community relations, liaison between the district and the Texas Education Agency, recruitment and training of staff, planning and evaluation activities, curriculum design, and such other duties as the district superintendent may assign for the conduct of vocational education.
- Vocational Supervisor Unit is described as one who works under the direction of the vocational administrator and functions in a leadership capacity within a prescribed area of responsibility. Typically, a supervisor's leadership function is focused on a specific element of a school district's total vocational effort.
- Vocational Teacher Unit is the equivalent of one vocational teacher receiving a full-time annual salary paid under the Minimum Foundation Program, by local funds, or through contract with the Texas Education Agency for teaching and other activities directly related to vocational education. A fractional unit is a lesser portion of a full unit and is limited to three-fourths, one-half, or, for expansion purposes, one-fourth unit. One-half unit is the smallest operational level.
- Additional Unit is another unit in a vocational program already allocated to and operated on a given campus.
- Preemployment Laboratory is an organization of instruction designed to provide technical instruction, practical experience, and simulated work experience in the classroom and/or specially equipped laboratory. The in-depth skill building program is designed to result in entry-level skill performance.

- Cooperative Education is an organization of instruction designed to provide technical instruction, on-the-job training, and work experience. It involves a cooperative business relationship between employers of the community and the local education agency.
- Combination is an organization of instruction which combines two vocational instructional techniques (i.e., preemployment laboratory and cooperative education, production agriculture and cooperative education, production agriculture and preemployment laboratory, homemaking education and home economics cooperative education, homemaking education and home economics preemployment laboratory education, and home economics cooperative education and home economics preemployment laboratory education).
- Vocational Program as defined by the U.S. Office of Education in Handbook VI, Standard Terminology for Curriculum and Instruction in Local and State School Systems (1970), means a planned sequence of courses, services, or activities designed to meet an occupational objective. One-half or more teacher units, based on enrollments, may be allocated to conduct an approved program.
- State Board refers to the State Board of Education which is also the State Board for Vocational Education. It is the sole policy-forming and planning body for the public school system in Texas.

251

PART II

RESOURCE READINGS
REFERENCES

FEDERAL-LEVEL ADMINISTRATIVE STRUCTURE OF VOCATIONAL EDUCATION

Introduction

The overall policy for the administration of vocational education continues to be established through federal legislation. Several general principles of vocational education administration that were established by early federal legislation have persisted over the years. Early legislation established the principle of a cooperative relationship between the federal and state agencies concerned with vocational education. Through legislation, the Federal Government has also established legal boundaries for program administration.

Vocational education continues to be a response to identified needs, particularly in serving a growing work force and in serving individuals. Federal legislation has been broadened in order to respond to specific occupational demands for trained workers and to the needs of identified target populations.

The U.S. Office of Education

The U.S. Office of Education (USOE) was created as an independent agency by an act of Congress on March 2, 1867. In 1869, it became part of the Department of the Interior. In 1939, it was transferred to the Federal Security Agency which became the Department of Health, Education, and Welfare (HEW) in 1953.

The USOE is headed by the Commissioner of Education who is appointed by the President. In 1867, the USOE had a staff of four and a budget of $25,000. In 1967, it had some 3,000 employees and a budget of more than $6 billion. It administers more than 100 programs, most of them operated through state and local education agencies. These programs affect virtually all of the nation's

16,000 school districts, 3,000 universities and colleges, and 10,000 occupational schools.

Within the USOE are five bureaus, several staff offices and ten regional offices (see Figure 1). Each of the five bureaus is headed by a Deputy Commissioner who reports to the Commissioner. The bureaus are as follows:

- Bureau of School Systems
- Bureau of Postsecondary Education
- Bureau of Occupational and Adult Education
- Bureau of Education for the Handicapped
- Office of Indian Education (Designated by law as an "office" but at bureau level.)

The major goals of the Office of Education are as follows:

- to equalize the opportunity for education for all individuals and groups who are at a disadvantage because of economic, racial, or geographic conditions, or physical or mental handicaps.
- to improve the quality and relevance of American education, primarily through research, development, experimentation, demonstration, dissemination, and training.
- to provide financial and technical support to libraries, to state and local education agencies, to developing institutions of higher education, and to adult and vocational education.

257

The Bureau of Occupational and Adult Education

The first federal agency concerned with the administration of vocational education was the Federal Board for Vocational Education. It was created as an independent agency by the Smith-Hughes Act of 1917. It was a very prestigious agency, and technically it reported directly to the President of the United States. Three of the President's cabinet members served on the board, and three other members were appointed by the President with the advice and consent of the Senate. In the organizational hierarchy, the top vocational education officer held a position at the third level to the President.

With the disappearance of the Federal Board, the prestige of vocational education has diminished in terms of organizational status. Within the Department of Health, Education, and Welfare, the USOE is responsible for the administration of education programs (see Figure 1, page 15). Within the USOE, the Bureau of Occupational and Adult Education (BOAE) provides for the administration of vocational education programs (see Figure 3, page 17). Within the BOAE is the Division of Vocational and Technical Education. The top vocational officer is the director of this division.

The BOAE makes grants to states for vocational and technical education, vocational counseling and guidance, and the construction and operation of area vocational and technical schools. It provides financial assistance and technical support for secondary and adult vocational education and for adult education programs that teach basic skills to school dropouts and the underskilled. It sponsors applied research and demonstration projects in vocational education.

It maintains close liaison with the national vocational yough organizations. Specific functions and responsibilities include the following:

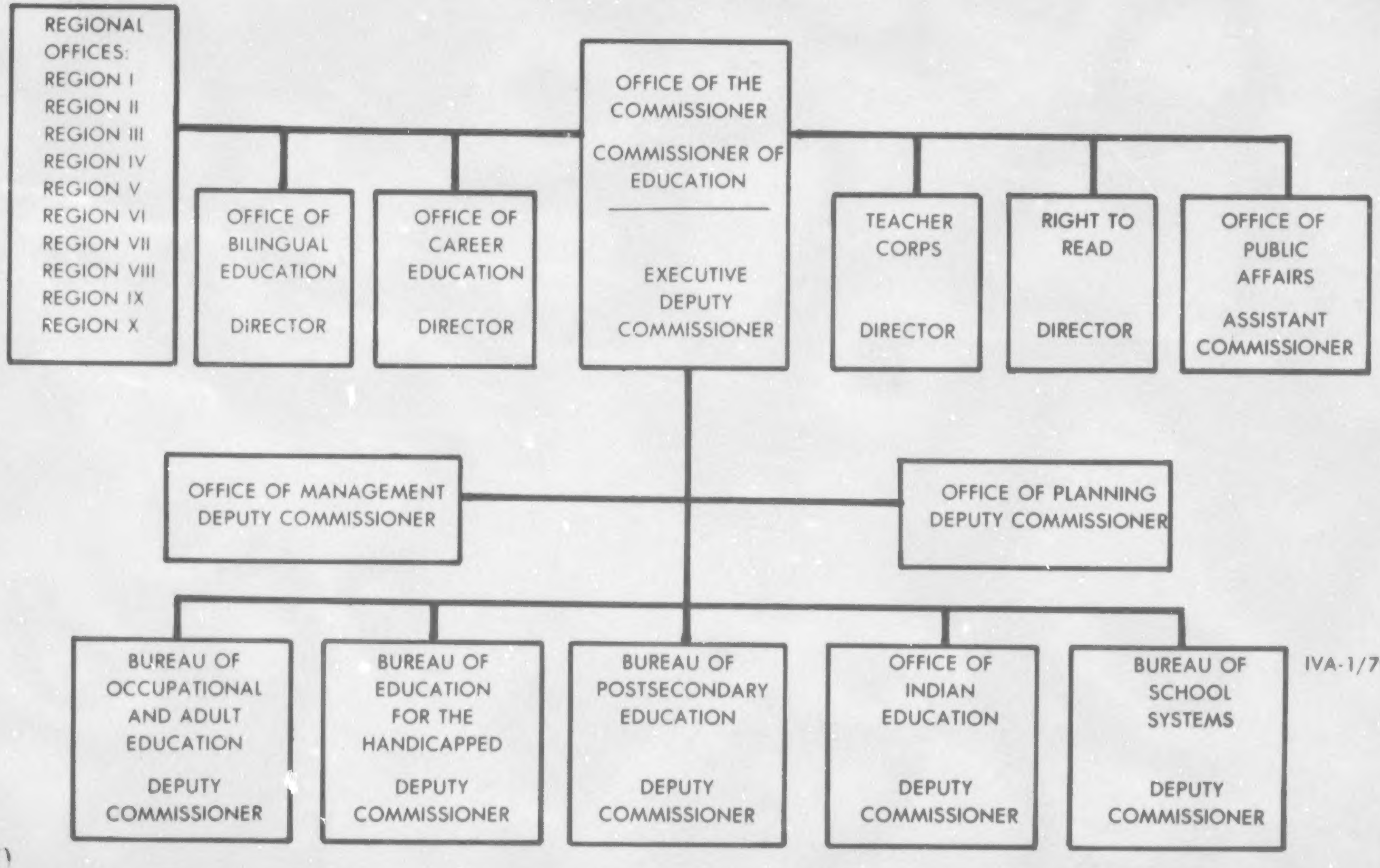
- collecting statistics and facts showing the condition and progress of vocational education,
- disseminating information on organization and management of schools,
- studying methods of teaching,
- promoting the cause of vocational education,
- approving state plans,
- promoting research through special grants,
- approving the transfer of funds, and
- auditing the use of funds.

FIGURE 1

Department of Health, Education, and Welfare

JUNE 1976

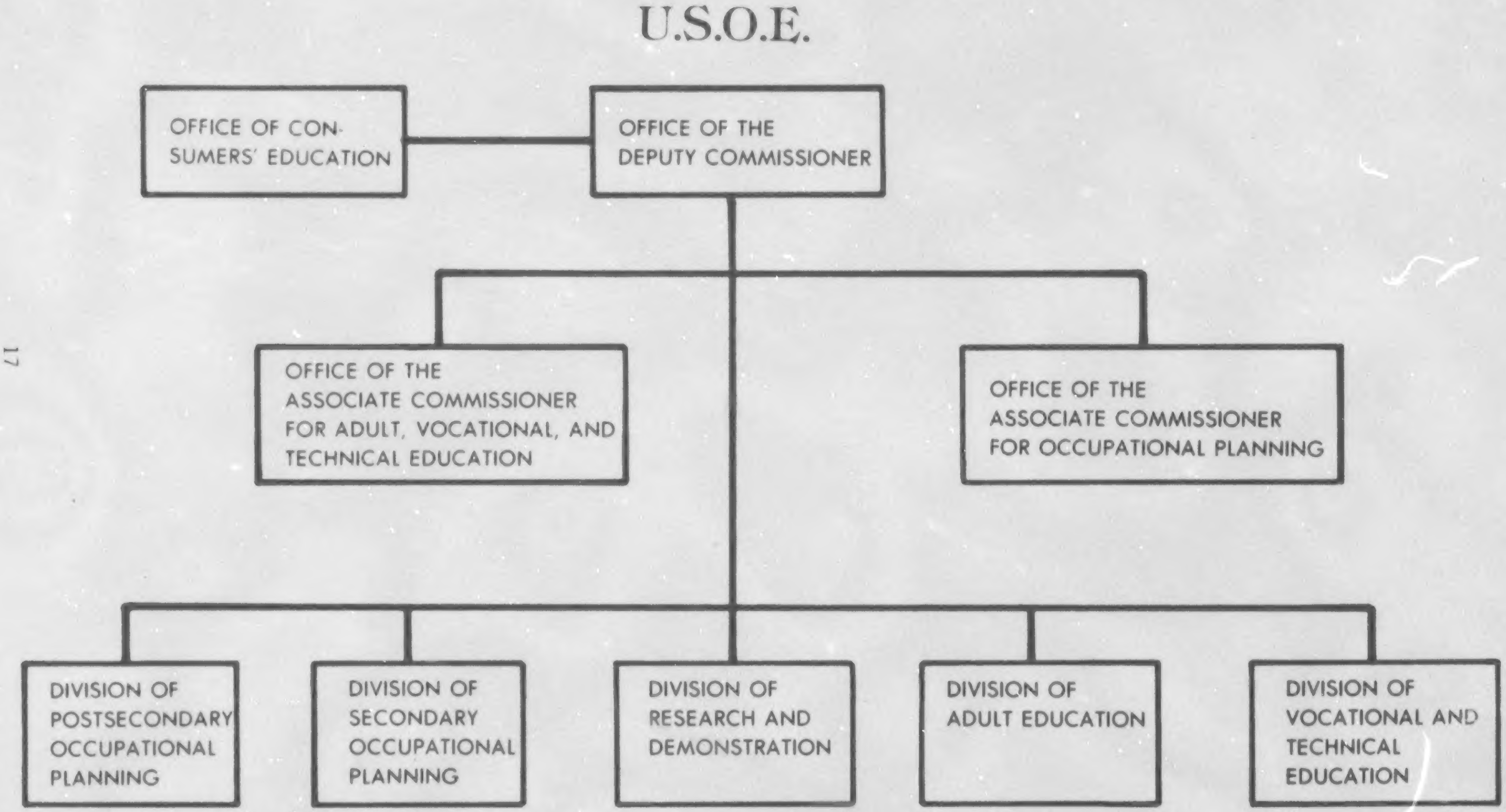
U.S. Office of Education


REGIONAL OFFICES: REGION I REGION II REGION III REGION IV REGION V REGION VI REGION VII REGION VIII REGION IX REGION X
OFFICE OF BILINGUAL EDUCATION DIRECTOR
OFFICE OF CAREER EDUCATION DIRECTOR
OFFICE OF THE COMMISSIONER
COMMISSIONER OF EDUCATION
EXECUTIVE DEPUTY COMMISSIONER
TEACHER CORPS DIRECTOR
RIGHT TO READ DIRECTOR
OFFICE OF PUBLIC AFFAIRS ASSISTANT COMMISSIONER
OFFICE OF MANAGEMENT DEPUTY COMMISSIONER
OFFICE OF PLANNING DEPUTY COMMISSIONER
BUREAU OF OCCUPATIONAL AND ADULT EDUCATION DEPUTY COMMISSIONER
BUREAU OF EDUCATION FOR THE HANDICAPPED DEPUTY COMMISSIONER
BUREAU OF POSTSECONDARY EDUCATION DEPUTY COMMISSIONER
OFFICE OF INDIAN EDUCATION DEPUTY COMMISSIONER
BUREAU OF SCHOOL SYSTEMS DEPUTY COMMISSIONER

IVA-1/79

FIGURE 2

Bureau of Occupational and Adult Education


U.S.O.E.
OFFICE OF CONSUMERS' EDUCATION
OFFICE OF THE DEPUTY COMMISSIONER
OFFICE OF THE ASSOCIATE COMMISSIONER FOR ADULT, VOCATIONAL, AND TECHNICAL EDUCATION
OFFICE OF THE ASSOCIATE COMMISSIONER FOR OCCUPATIONAL PLANNING
DIVISION OF POSTSECONDARY OCCUPATIONAL PLANNING
DIVISION OF SECONDARY OCCUPATIONAL PLANNING
DIVISION OF RESEARCH AND DEMONSTRATION
DIVISION OF ADULT EDUCATION
DIVISION OF VOCATIONAL AND TECHNICAL EDUCATION

IVA-1/79

STATE-LEVEL ADMINISTRATIVE STRUCTURE OF VOCATIONAL EDUCATION

The State Department of Education

The legal responsibility for education rests at the state level. In Texas, the state department of education is known as the Texas Education Agency (TEA). The organizational structure of TEA is illustrated in Figure 3, page 21.

The executive officer of TEA is the Commissioner of Education. The Commissioner also serves as executive secretary of the State Board of Education. He is responsible for improving and promoting efficiency in the public school system of Texas. He is given the power to carry out his duties and responsibilities by the Legislature and the State Board of Education.

The State Board for Vocational Education

In Texas, the State Board of Education is the sole agency responsible for administration of the Texas State Plan for Vocational Education. The State Plan provides the legal basis for administrative decision-making at the local, state, and federal levels. The State Board of Education also serves as the State Board for Vocational Education (henceforth, "State Board"). The State Board has specific responsibility for adopting policies, enacting regulations, and establishing general rules for carrying out duties as prescribed by the Legislature.

The State Board has the authority to submit the State Plan and to cooperate with the U.S. Office of Education in the administration of this Plan. The State Board is responsible for supervising the administration by local education agencies of the programs described in the State Plan. The State Board may enter into contracts with both public and private organizations for the purpose of maintaining and improving the educational programs and activities in the public schools. The Board is comprised of 24 members--one elected from each congressional district. Members are elected biennially in general elections.

The Department of Occupational Education and Technology

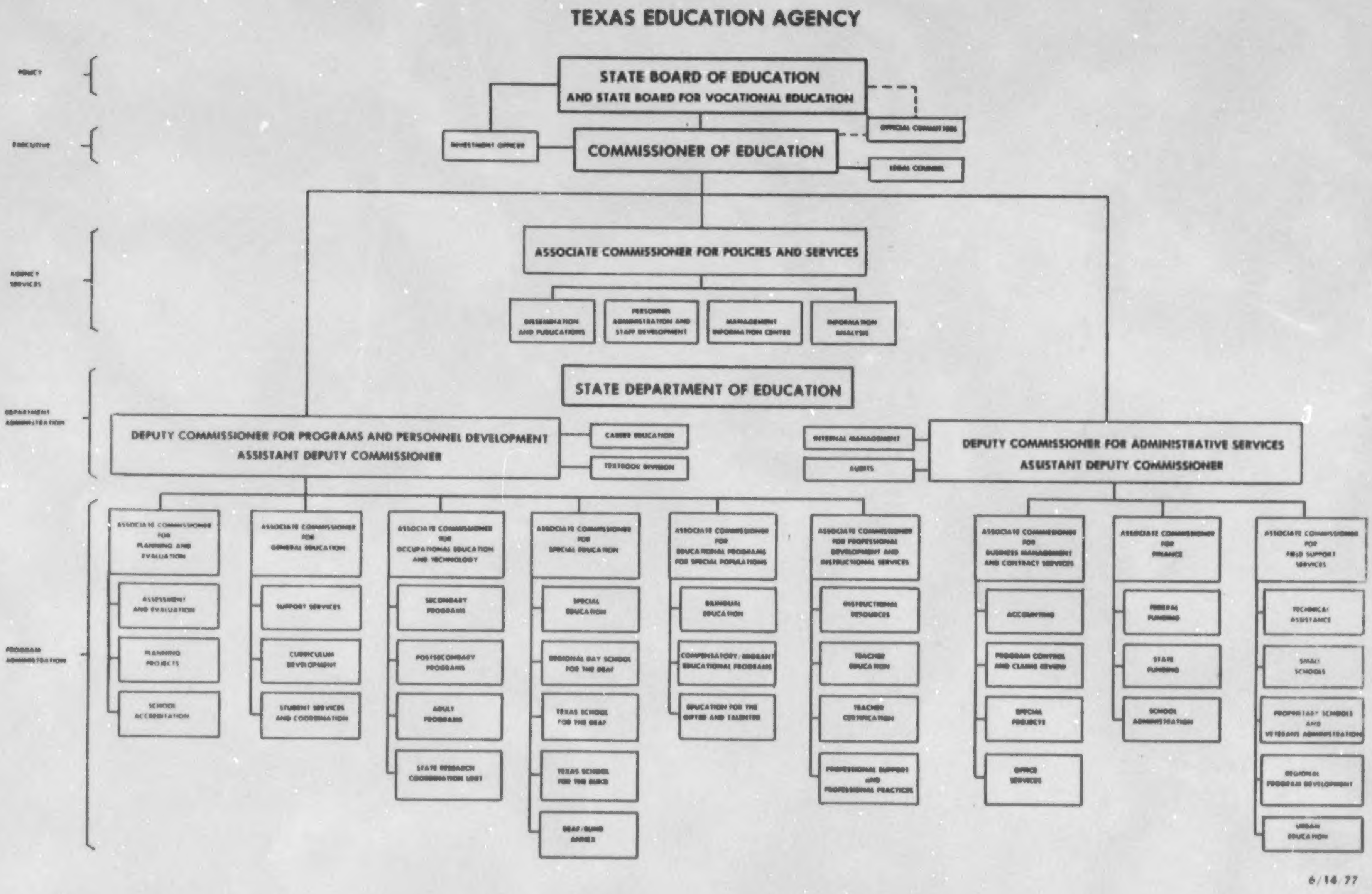
Within TEA, the Department of Occupational Education and Technology (DOET) is responsible for the administration, planning, and coordination of vocational programs in accordance with the State Plan and the state policies. The organizational hierarchy is illustrated in Figure 4, page 23.

The DOET is responsible for financial budgets and other fiscal matters pertaining to vocational education, including the expenditure of federal and state vocational funds, and the approval of payments from vocational funds. With the assistance of the State Board staff, the DOET prepares bulletins, reports, and other materials necessary for conducting and improving the services of vocational education. It also helps to inform the public of the progress and opportunities in vocational education.

Teacher education in the appropriate areas of vocational education is coordinated by the DOET under the provisions of the State Plan. The DOET initiates and coordinates studies and investigations that are designed to improve the vocational education program. Some of these studies and investigations are designed to determine the need for vocational training. The DOET encourages and supports the establishment of needed vocational programs throughout the state, including vocational guidance and counseling services. It also assists local education agencies in evaluating their programs.

The DOET is under the direction of the Associate Commissioner for Occupational Education and Technology. This office is responsible for furthering the goal of the State Board for Vocational Education, which is "(to promote) economic understanding and occupational competence for all students enrolled in the public education system." In addition, the Associate Commissioner is responsible for the state-level administration of vocational education programs, services, and activities provided for in the State Plan.

FIGURE 3


TEXAS EDUCATION AGENCY
POLICY
EXECUTIVE
AGENCY SERVICES
DEPARTMENT ADMINISTRATION
PROGRAM ADMINISTRATION
STATE BOARD OF EDUCATION AND STATE BOARD FOR VOCATIONAL EDUCATION
OFFICIAL COMMITTEES
INVESTMENT OFFICER
COMMISSIONER OF EDUCATION
LEGAL COUNSEL
ASSOCIATE COMMISSIONER FOR POLICIES AND SERVICES
DISSEMINATION AND PUBLICATIONS
PERSONNEL ADMINISTRATION AND STAFF DEVELOPMENT
MANAGEMENT INFORMATION CENTER
INFORMATION ANALYSIS
STATE DEPARTMENT OF EDUCATION
DEPUTY COMMISSIONER FOR PROGRAMS AND PERSONNEL DEVELOPMENT
ASSISTANT DEPUTY COMMISSIONER
CAREER EDUCATION
TEXTBOOK DIVISION
INTERNAL MANAGEMENT
AUDITS
DEPUTY COMMISSIONER FOR ADMINISTRATIVE SERVICES
ASSISTANT DEPUTY COMMISSIONER
ASSOCIATE COMMISSIONER FOR PLANNING AND EVALUATION
ASSESSMENT AND EVALUATION
PLANNING PROJECTS
SCHOOL ACCREDITATION
ASSOCIATE COMMISSIONER FOR GENERAL EDUCATION
SUPPORT SERVICES
CURRICULUM DEVELOPMENT
STUDENT SERVICES AND COORDINATION
ASSOCIATE COMMISSIONER FOR OCCUPATIONAL EDUCATION AND TECHNOLOGY
SECONDARY PROGRAMS
POSTSECONDARY PROGRAMS
ADULT PROGRAMS
STATE RESEARCH COORDINATION UNIT
ASSOCIATE COMMISSIONER FOR SPECIAL EDUCATION
SPECIAL EDUCATION
REGIONAL DAY SCHOOL FOR THE DEAF
TEXAS SCHOOL FOR THE DEAF
TEXAS SCHOOL FOR THE BLIND
DEAF/BLIND ANNEX
ASSOCIATE COMMISSIONER FOR EDUCATIONAL PROGRAMS FOR SPECIAL POPULATIONS
BILINGUAL EDUCATION
COMPENSATORY/MIGRANT EDUCATIONAL PROGRAMS
EDUCATION FOR THE GIFTED AND TALENTED
ASSOCIATE COMMISSIONER FOR PROFESSIONAL DEVELOPMENT AND INSTRUCTIONAL SERVICES
INSTRUCTIONAL RESOURCES
TEACHER EDUCATION
TEACHER CERTIFICATION
PROFESSIONAL SUPPORT AND PROFESSIONAL PRACTICES
ASSOCIATE COMMISSIONER FOR BUSINESS MANAGEMENT AND CONTRACT SERVICES
ACCOUNTING
PROGRAM CONTROL AND CLAIMS REVIEW
SPECIAL PROJECTS
OFFICE SERVICES
ASSOCIATE COMMISSIONER FOR FINANCE
FEDERAL FUNDING
STATE FUNDING
SCHOOL ADMINISTRATION
ASSOCIATE COMMISSIONER FOR FIELD SUPPORT SERVICES
TECHNICAL ASSISTANCE
SMALL SCHOOLS
PROPRIETARY SCHOOLS AND VETERANS ADMINISTRATION
REGIONAL PROGRAM DEVELOPMENT
URBAN EDUCATION
6/14/77

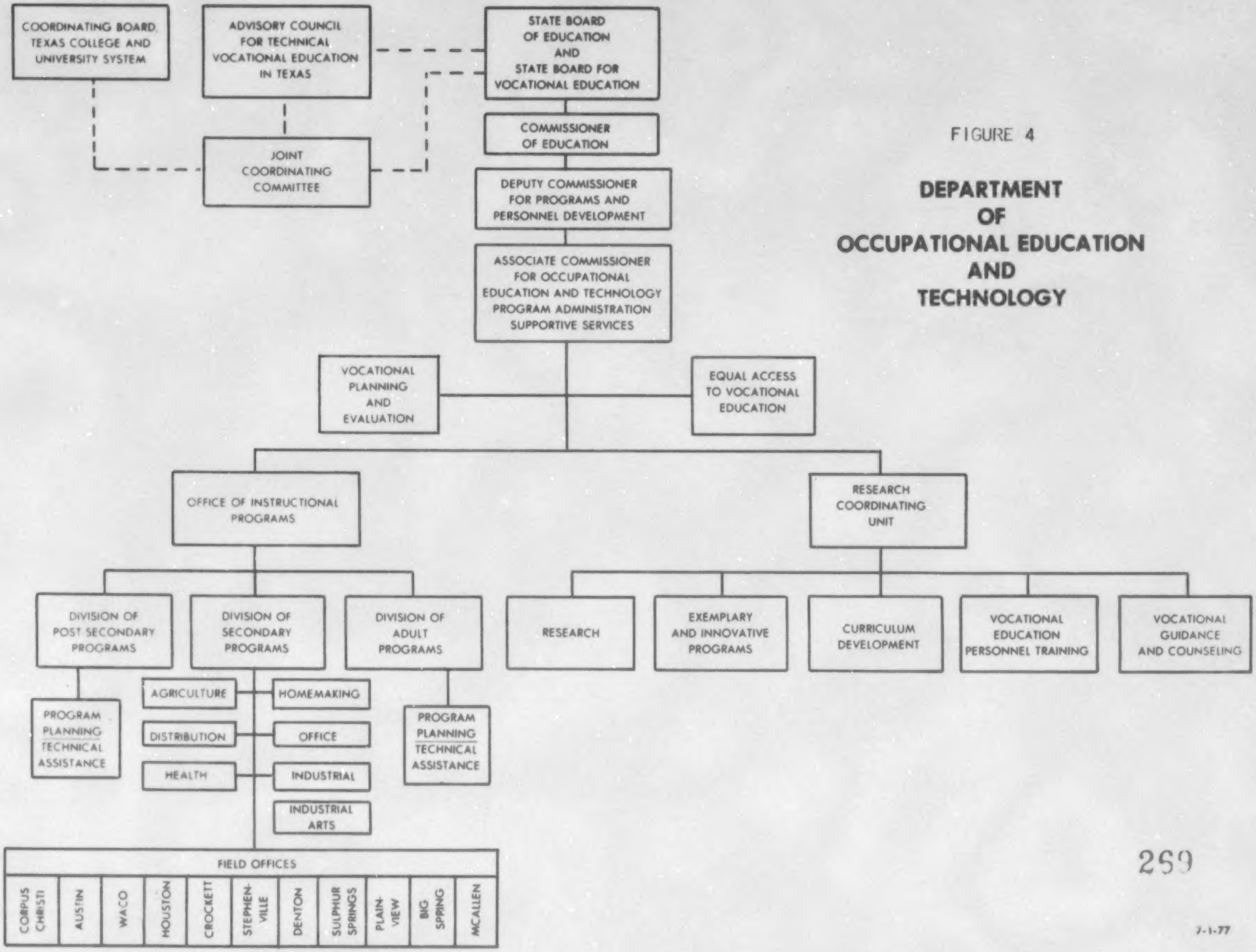

COORDINATING BOARD, TEXAS COLLEGE AND UNIVERSITY SYSTEM
ADVISORY COUNCIL FOR TECHNICAL VOCATIONAL EDUCATION IN TEXAS
STATE BOARD OF EDUCATION AND STATE BOARD FOR VOCATIONAL EDUCATION
JOINT COORDINATING COMMITTEE
COMMISSIONER OF EDUCATION
DEPUTY COMMISSIONER FOR PROGRAMS AND PERSONNEL DEVELOPMENT
ASSOCIATE COMMISSIONER FOR OCCUPATIONAL EDUCATION AND TECHNOLOGY PROGRAM ADMINISTRATION SUPPORTIVE SERVICES
VOCATIONAL PLANNING AND EVALUATION
EQUAL ACCESS TO VOCATIONAL EDUCATION
OFFICE OF INSTRUCTIONAL PROGRAMS
RESEARCH COORDINATING UNIT
DIVISION OF POST SECONDARY PROGRAMS
DIVISION OF SECONDARY PROGRAMS
DIVISION OF ADULT PROGRAMS
RESEARCH
EXEMPLARY AND INNOVATIVE PROGRAMS
CURRICULUM DEVELOPMENT
VOCATIONAL EDUCATION PERSONNEL TRAINING
VOCATIONAL GUIDANCE AND COUNSELING
PROGRAM PLANNING
TECHNICAL ASSISTANCE
AGRICULTURE
HOMEMAKING
DISTRIBUTION
OFFICE
HEALTH
INDUSTRIAL
INDUSTRIAL ARTS
PROGRAM PLANNING
TECHNICAL ASSISTANCE
FIELD OFFICES
CORPUS CHRISTI
AUSTIN
WACO
HOUSTON
CROCKETT
STEPHENVILLE
DENTON
SULPHUR SPRINGS
PLAINVIEW
BIG SPRING
MCALLEN

FIGURE 4

DEPARTMENT OF OCCUPATIONAL EDUCATION AND TECHNOLOGY

7-1-77

State divisions of vocational education have traditionally been organized around occupational categories. Recent federal vocational legislation has acted as an impetus for the development of different organizational patterns. These patterns of organization reflect a polarization around levels of instruction and general functions rather than occupational categories. In Texas, the state directors of the following divisions report to the Associate Commissioner for Occupational Education and Technology:

- Division of Secondary Programs,
- Division of Postsecondary Programs,
- Division of Adult Programs, and
- Research Coordinating Unit.

Division of Secondary Programs

The functions of the Division of Secondary Programs include providing technical and professional services to secondary schools in planning, organizing, and evaluating secondary occupational education programs. These secondary program areas include the following:

- agriculture education,
- distributive education,
- health occupations education,
- consumer and homemaking education,
- office education,
- trade and industrial education,
- industrial arts education, and
- occupational orientation

Professional and technical services are provided to the secondary program areas with the help of field staff members in 11 offices located in various parts of the state. In addition to the functions described in the preceding paragraph, the Secondary Program Division reviews annual program plans and applications, and recommends them for funding. The division monitors the approved programs and collects and prepares data for state and federal reporting purposes.

The Division of Secondary Programs is responsible for organizing and conducting preservice and inservice education for secondary occupational education directors, supervisors, counselors, and teachers. It also provides leadership and direction for approved vocational youth leadership organizations.

The Secondary Program Division assists secondary schools in acquiring and using curriculum materials and instructional equipment. It also directs the development of programs for persons having special needs, especially the disadvantaged and handicapped. In addition, it directs the development of programs and projects to overcome sex discrimination and sex stereotyping in vocational programs.

Division of Postsecondary Programs

The Division of Postsecondary Programs provides technical and professional services to public postsecondary institutions in planning, organizing, and evaluating occupational programs, services, and activities. The Postsecondary Division, in cooperation with the staff of the Coordinating Board of the Texas College and University System, approves postsecondary programs and collects enrollment data on these programs. It also reviews and recommends annual program applications for funding. Special priority is given to applications for new programs which are designed to meet new and emerging manpower needs and job opportunities in the area to be served.

271

The Postsecondary Division is responsible for approving the qualifications of administrators, supervisors, instructors, counselors, and other vocational personnel in postsecondary institutions. It also organizes and directs programs of preservice and inservice education for these persons.

The Division of Postsecondary Programs assists public postsecondary institutions in acquiring and using curriculum materials and instructional equipment for occupational education. In addition to monitoring approved postsecondary occupational education programs, the division collects and prepares data for federal and state reports. It provides leadership in the development of programs designed for persons with special needs, especially the disadvantaged and handicapped. In addition, it directs the development of programs and projects designed to overcome sex discrimination and sex stereotyping in postsecondary vocational education programs. Leadership and direction is also provided by the division for approved postsecondary youth leadership organizations.

Division of Adult Programs

The Division of Adult Programs provides consultative and technical assistance to local education agencies in developing and operating programs for adults. It also reviews and approves applications for these programs. In addition to monitoring the programs, the division collects and prepares data for reports.

The division assists local education agencies in the acquisition and use of instructional materials and equipment. Inservice training for administrative and instructional personnel who are responsible for adult programs is organized and directed by this division.

The Adult Program Division directs the development of programs for adults with special needs, including those who are disadvantaged or handicapped. Leadership is also provided in developing programs and projects to overcome sex discrimination and sex stereotyping in adult vocational programs.

Research Coordinating Unit

The Research Coordinating Unit (RCU) is responsible for the coordination of program improvement and supportive services administered by the DOET, including the following functions related to this responsibility:

- identification of statewide needs and priorities for program improvement and supportive services,
- development of a comprehensive plan for program improvement and supportive services,
- assistance to institutions in planning, developing, funding, initiating, operating, and evaluating program improvement and supportive services,
- dissemination of information pertaining to the utilization of program improvement and supportive services and dissemination of the products of these activities.

An additional responsibility of the RCU includes coordination of the following:

- research activities,
- exemplary and innovative programs,
- curriculum development,
- vocational guidance and counseling services,
- vocational personnel development acitivities,
- vocational education planning, and
- activities to overcome sex stereotyping and sex bias in vocational education.

273

TEXAS EDUCATION AGENCY
KEY ADMINISTRATIVE PERSONNEL

201 East 11th Street
Austin, Texas 78701
(512) 475-3042

Commissioner of Education

(Executive Officer of the State Board of Education)

M. L. Brockette
(512) 475-3271

Deputy Commissioner for Programs and Personnel Development

L. Harlan Ford
(512) 475-3723

Deputy Commissioner for Administrative Services

Alton O. Bowen
(512) 475-4536

DEPARTMENT OF OCCUPATIONAL EDUCATION AND TECHNOLOGY

Associate Commissioner for Occupational Education and Technology

Ben Teague
(512) 475-2585

Director of Secondary Programs

Hayden McDaniel
(512) 475-4125

Director of Postsecondary Programs

Bill Grusy
(512) 475-3589

Director of Adult Programs

Bob Allen
(512) 475-3891

Director of Research

Ray Barber
(512) 475-4641

SECONDARY PROGRAM AREA DIRECTORS

Agriculture

J. A. Marshall
(512) 475-3168

Distributive Education

David Thompson
(512) 475-4494

Health Occupations Education

James Keeton
(512) 475-4796

Homemaking Education

Elizabeth F. Smith
(512) 475-3818

Industrial Education

Robert Patterson
(512) 475-4591

Vocational Office Education

Robert Gordon
(512) 475-2910

Industrial Arts

Neil E. Ballard
(512) 475-6558

LOCAL-LEVEL ADMINISTRATIVE STRUCTURE OF VOCATIONAL EDUCATION

Vocational programs at the local level are administered by the school district's board of education. The top-level local administrator, the superintendent, is responsible to this board of education.

Local education agencies (local school districts) which have ten or more full-time vocational teacher units in four or more program areas are eligible to request approval to hire a vocational administrator, often called a vocational director. After the initial vocational administrator unit, vocational supervisor units are allocated and reallocated based upon the local plan for utilizing these units and specific program area need. A district must have a minimum of 25 full-time vocational units to be eligible to hire a vocational supervisor. For each additional 30 units, an additional supervisor may be allocated. Vocational administrators are hired on a 12-month contract, while vocational supervisors are on an 11-month contract.

In districts that do not have vocational administrators, the building principal where the vocational programs are located acts in this capacity. In some districts, the superintendent or an assistant superintendent assumes major responsibility for vocational program administration.

The administrator who is responsible for vocational education in the district should always have the latest editions of the following publications in order to properly administer the programs:

. Program Standards for Public Schools in the following areas:

  .. Distributive Education
  .. Vocational Industrial Education
  .. Vocational Office Education
  .. Vocational Health Occupations Education
  .. Vocational Agriculture Education
  .. Vocational Homemaking Education

- The Texas State Plan for Vocational Education,
- Guide for Planning Vocational Programs in Local Education Agencies, and
- A Certified List of Courses for Occupational Education and Technology.

Each of the documents listed above can be obtained from the Department of Occupational Education and Technology at the Texas Education Agency.

The local administrator in charge of vocational education is responsible for the supervision of the instructional program and the vocational guidance and counseling services. In addition, this administrator is responsible for school and community relations, recruitment and training of vocational staff, and planning and evaluation activities. This person serves as a liaison between the district and the TEA. He or she also gives leadership to vocational curriculum development activities. The administrator may also be assigned other duties related to vocational education by the superintendent.

Secondary Schools Offering Vocational Education

In Texas, there are three types of secondary schools which offer vocational education programs. They are as follows:

- the comprehensive high school,
- the vocational and/or technical high school, and
- the area vocational school or center.

The Comprehensive High School

The comprehensive high school is intended to provide a diversified curriculum which meets the needs of pupils with varying interests and abilities. The three basic curricular offerings include the following:

- college preparatory education,
- general education, and
- vocational education.

The Vocational and/or Technical High School

The vocational-technical high school is organized as a separate institution whose primary purpose is to offer education and training in one or more semi-skilled, skilled, or technical occupations. The primary curriculum emphasis is on vocational education.

Area Vocational School or Center

The area vocational school at the secondary level is a vocational-technical school which is established to serve students desiring vocational training in several school districts. It is established so that each school district does not have to establish a vocational-technical high school of its own. It generally draws students from a large geographic area or a large area within the city limits. As required by federal vocational legislation, area vocational schools are designated and approved by the State Board for Vocational Education, and are available to all residents of the state. In addition to programs for in-school students, programs are offered for persons who completed high school and for persons who have left high school.

Types of Vocational Programs Offered in Secondary Schools

The following discussion provides a brief, general description of each of the eight vocational program areas offered in secondary schools in Texas. Also included are the various ways in which the programs are organized for instruction. A more detailed description, along with vital administrative information is available in the *Program Standards* for each area and in the *Guide for Planning Vocational Programs in Local Education Agencies*. The administrator should become thoroughly familiar with the information in these documents.

Agriculture Education prepares students to become established in farming or ranching or to enter an occupation requiring knowledge and skills in agricultural subjects. Courses may be offered in production agriculture, general agricultural mechanics, horticulture, farm power machinery, and others. Agriculture education is organized for instruction in the following manner:

- production agriculture (Vocational Agriculture I, II, III, IV)
- cooperative education
- preemployment laboratory training
- coordinated vocational-academic education (CVAE) preemployment laboratory training
- vocational education for the handicapped (VEH).

Distributive Education provides the knowledge and skills needed by high school students for entry into retailing, wholesaling, and service occupations. Students prepare for such occupations as salesperson, advertising copywriter, stock worker, department buyer, customer service manager, display manager, and warehouse employee. Instruction in Distributive Education is organized in the following manner:

- cooperative education
- preemployment laboratory
- combination programs (lab and co-op).

Health Occupations programs provide students with the skills and knowledge they need for entry-level employment in health occupations. In addition they help students make informed choices about further commitment to a health-related career. Students prepare for such beginning jobs as nurse aide, dental assistant, central supply technician assistant, medical laboratory aide, or physical therapy aide. The Health Occupations program is organized for instruction in the following manner:

- cooperative education
- preemployment laboratory
- combination program (Health Care Science and co-op).

Consumer and Homemaking Education prepares students for the occupation of homemaking ("useful" homemaking education) or to become employed in occupations requiring knowledge and skills in home economics subject areas ("gainful" homemaking education). Such specialized courses as Home and Family Living, Child Development, and Consumer Education may be offered. Students enrolled in gainful homemaking programs prepare for careers such as child care aide, food service employee, bridal consultant, or clothing assistant. Consumer and Homemaking Education programs are organized for instruction in the following manner:

- useful homemaking (Homemaking I, II, III, IV and specialized courses)
- cooperative education (Home Economics Cooperative Education--HECE)
- preemployment laboratory training
- coordinated vocational-academic education (CVAE) preemployment laboratory training
- vocational education for the handicapped (VEH).

Office Education prepares students for entry-level employment in office occupation. Students train in classroom, laboratory, and on-the-job settings for such positions as secretaries, bookkeepers, office clerks, office duplicating machine operators, typists, and computer and console operators. Instruction in Office Education is organized in the following manner:

- cooperative education
- preemployment laboratory training
- combination program (lab and co-op)
- coordinated vocational-academic education (CVAE) preemployment laboratory training
- vocational education for the handicapped (VEH).

Trades and Industrial Education provides training to prepare students for employment in craft and skilled trade occupation. The program seeks to develop manipulative skills, technical knowledge, and related information necessary in any craft or skilled trade occupation which directly functions in designing, producing, processing, fabricating, assembling, testing, maintaining, servicing, or repairing any product or commodity. Among the many courses schools may offer are auto mechanics, welding, construction, cosmetology, general metal trades, bricklaying, and others. Trades and Industrial Education is organized for instruction in the following manner:

- cooperative education (Industrial Cooperative Training--ICT)
- preemployment laboratory training
- coordinated vocational-academic education (CVAE) preemployment laboratory and cooperative education
- vocational education for the handicapped (VEH).

Exploratory Industrial Arts programs give middle school and high school students an opportunity for career awareness and exploration experiences. The program is organized for the development of understanding about all aspects of industry and technology, including learning experiences involving activities such as experimenting, designing, constructing, evaluating, and using tools, machines, materials, and processes. Instructional areas may include drafting, metalworking, electricity, printing, woodworking, construction technology, power mechanics, manufacturing technology, and photography.

Occupational Orientation is a prevocational program which helps students make meaningful and informed occupational choices. The courses primarily are designed for middle school students, but exploration courses may be offered in the high school, too. Occupational Orientation is organized into the following two phases:

- Occupational Investigation (grades 7-8)
- Occupational Exploration (grades 9-12).

Upon completion of Occupational Investigation, students should have sufficient information to select one or more occupational families for in-depth

281

exploration. In addition, students should be better prepared to make a tentative educational plan for high school.

Upon completion of Occupational Exploration, students should be able to select a high school educational program which will prepare them for entry into the labor market immediately upon leaving high school or for entry into post-secondary or bachelor's degree programs which will prepare them for entry into their selected careers.

Vocational Youth Leadership Organizations

Students may become members of the youth organization associated with the vocational program area in which they are enrolled. It is the vocational teachers' responsibility to develop, conduct, and provide opportunities for students to participate in the youth organizations.

Youth leadership organizations are an integral part of vocational programs. They provide young people with opportunities to develop citizenship, scholarship, and leadership through activities which include planning and carrying out approved scholastic, civic, and social projects. The youth leadership organizations associated with the various program areas are listed in Figure

Vocational Programs for the Disadvantaged and Handicapped

Under the Texas State Plan for Vocational Education, local education agencies may use funds to provide vocational programs designed to prepare disadvantaged and handicapped persons for employment. To the greatest extent possible, the funds must be used to enable these students to participate in regular vocational education programs. The removal of these students from the regular education environment may occur only when the nature or severity of the handicap or disadvantage is such that education in regular classes, with the use of supplementary aids and services, cannot be achieved satisfactorily.

Figure 5.

VOCATIONAL YOUTH LEADERSHIP ORGANIZATIONS

Program Area	Youth Organization
Vocational Agriculture Education	· Future Farmers of America (FFA)
Consumer and Homemaking Education	· Future Homemakers of America (FHA) · FHA-Home Economics Related Occupations (FHA-HERO)
Distributive Education	· Distributive Education Clubs of America (DECA)
Trades and Industrial Education	· Vocational Industrial Clubs of America (VICA)
Health Occupations Education	· Texas Association of Health Occupations Students (TAHOS)
Vocational Office Education	· Office Education Association (OEA)

In cases where it is most beneficial to the student, he or she may be placed in a separate, specialized program because the nature or severity of the condition prevents the student from succeeding in a regular program even with modification or special provisions. If separate, specialized programs are established, they must be exclusively for either eligible disadvantaged students (CVAE) or for eligible handicapped students (VEH) who have been identified as needing a specialized staff, remedial instruction, special materials or equipment, and supportive services in order to succeed in the special vocational program. Placement of a handicapped student in one of the special classes must be on the recommendation of the ARD Committee (Admission, Review, and Dismissal).

293

Application for special programs and supplemental services is made in the "Annual Application for Vocational Programs." Administrators of local education agencies which desire additional information or supplemental application forms for special programs for in-school youth should write to the following address:

Director
Division of Secondary Programs
Department of Occupational Education and
Technology
Texas Education Agency
201 East 11th Street
Austin, Texas 78701.

Local Advisory Councils

Each vocational education program area must operate with the assistance of a program area advisory committee. These committees should be composed of a balanced representation of the general public including parents, students, teachers, and administrators as well as representatives from business, industry, and labor. In addition, the district must have a local advisory council composed of members representative of the general public, including representatives of each of the vocational program areas offered by the district.

The local advisory council and the local program area advisory committees have no administrative functions but can be of valuable assistance in the following ways:

- collecting and interpreting information for use in planning and evaluation,
- making recommendations and suggestions to school authorities who have the power to act upon the advice offered,
- providing assistance in planning and evaluating the vocational program, and
- interpreting the vocational program to the community.

281

Contracted Instruction

School districts which have limited enrollments, tax resources, or facilities may be unable to offer appropriate vocational education in all occupational areas needed. These districts may enter into contracts for vocational education instruction with postsecondary, proprietary, and other public schools, as defined by the State Board of Education. The instructors and instructional materials and equipment utilized must meet secondary school program requirements. The cost of conducting these programs by contract must not exceed the cost to the state that would result if the programs were operated by the respective school district entering into such contracts.

Vocational Programs for Adults

Adult vocational education programs may be sponsored by a local education agency for persons (1) who have completed or left high school and who are available for study to prepare for entry into the labor market or (2) who have already entered the labor market and who need training or retraining. The following types of classes may be established--preparatory, supplementary, and apprenticeship. Programs may be established in the following areas:

- Distributive Education
- Health Occupations
- Vocational Office Education
- Vocational Industrial Education.

Administrators of school districts interested in providing vocational programs and services for adults should contact the director of the program area in which training needs have been identified. The appropriate director will provide current information regarding availability of funds, class and student eligibility, and application procedures. Additional information, including information concerning vocational programs for disadvantaged and/or handicapped adults, may be obtained from the following address:

Director
Division of Adult Programs
Department of Occupational Education and
  Technology
Texas Education Agency
201 East 11th Street
Austin, Texas 78701.

Secondary Vocational Program Improvement and Support Services

Funds for vocational program improvement and support services are available to local education agencies under the provisions of the 1976 Education Amendments and the Texas State Plan for Vocational Education. These services include research, exemplary and innovative programs, curriculum development programs, vocational guidance and counseling programs, vocational education personnel development, activities to overcome sex bias and sex stereotyping in vocational education, and planning and evaluation of vocational education programs.

Work-Study Programs

The work-study program is designed to provide part-time or full-time summer employment for students who need earnings from employment to commence or continue their occupational training.

Guidance and Counseling Services

In addition to regular vocational counselor units and units for job placement, local education agencies may make application to conduct other vocational guidance services such as:

(1) resource centers to provide vocational guidance and counseling to meet the needs of special populations;

(2) counseling, job development, and follow-up relating to women in nontraditional vocational programs;

(3) guidance services to support special programs for the disadvantaged; and

(4) guidance services to encourage participation of both males and females in preparing to combine roles of homemakers and wage earners.

Child Care Services

Local education agencies are eligible to use funds to provide day care services for children of students (both male and female, including single parents) enrolled in occupational instruction. Day care services shall be for the purpose of providing appropriate care and protection of infants, pre-school, and school-age children in order to afford students who are parents the opportunity to participate in occupational education programs.

Displaced Homemakers and Other Special Groups

Funds are available to provide vocational education programs for the following special groups:

- Persons who have been homemakers, but who, because of dissolution of marriage, must now seek employment.
- Persons who are single heads of households and who lack adequate job skills.
- Persons who are currently homemakers and part-time workers but who wish to secure a full-time job.
- Women who are now in jobs which have traditionally been considered jobs for females and who wish to seek employment in jobs which have traditionally been male-dominated.

- Men who are now in jobs which have traditionally been considered jobs for males and who wish to seek employment in jobs which have traditionally been considered jobs for females.

Other Support Services for Women

Financial assistance is available to increase the number of women instructors in programs which have traditionally enrolled mostly males, so as to provide supportive examples for those women who are preparing for jobs in these nontraditional areas of employment. Support services may also be offered for women who enter vocational programs designed to prepare individuals for employment in occupations traditionally limited to men.

Application Procedures

Local administrators interested in implementing any of the above services should request guidelines and application forms for the services in which they are interested. Guidelines and application forms may be obtained from the following address:

Director of the Research Coordinating Unit
Department of Occupational Education and
  Technology
Texas Education Agency
201 East 11th Street
Austin, Texas 78701.

References

1. Calhoun, Calfrey C. and Finch, Alton V. Vocational and Career Education: Concepts and Operations. Belmont, California: Wadsworth Publishing Company, 1976.

2. Evans, Rupert N. Foundations of Vocational Education. Columbus, Ohio: Charles E. Merrill Publishing Company, 1971.

3. Phelps, L. Allen and Lutz, Ronald J. Career Exploration and Preparation for the Special Needs Learner. Boston: Allyn and Bacon, Inc., 1977.

4. Texas Education Agency. A Certified List of Courses for Occupational Education and Technology. Austin, Texas: Texas Education Agency.

5. Texas Education Agency. Guide for Planning Vocational Programs in Local Education Agencies. Austin, Texas: Texas Education Agency.

6. Texas Education Agency. Program Standards for Public Schools. Austin, Texas: Texas Education Agency.

7. Texas Education Agency. Texas State Plan for Vocational Education. Austin, Texas: Texas Education Agency.

8. Tindall, Lloyd W. and Halloran, William D. "Education for All Handicapped Persons: A Mandate for the New Year," American Vocational Journal. Washington, D.C.: Vol. 53, No. 1, January, 1978. pp. 26-29.

9. U.S. Department of Labor. Manpower Report of the President, 1975. Washington, D.C.: U.S. Government Printing Office, 1975.

10. U.S. Department of Health, Education, and Welfare. Vocational Education for Handicapped Persons. Washington, D.C.: U.S. Government Printing Office, 1970.

11. U.S. Department of Health, Education, and Welfare. The Youth We Haven't Served: A Challenge to Vocational Education. Washington, D.C.: U.S. Government Printing Office, 1964.

12. Vetter, Louise and Peterson, Marla. "Sex Equity: The Call to Leadership," American Vocational Journal. Washington, D.C.: Vol. 53, No. 3, March, 1978. pp. 24-28.

13. Vocational Education Curriculum Specialist (VECS). Module 4: Organization of Vocational Education. Palo Alto, California: American Institutes for Research, 1976.

14. Wenrich, Ralph C. Review and Synthesis of Research on the Administration of Vocational and Technical Education. Columbus, Ohio: ERIC Clearinghouse on Vocational and Technical Education, The National Center for Research in Vocational Education, The Ohio State University, March, 1970.

PART III

LEARNER ACTIVITIES

Activity #1

Setting: Lynn Larson has recently been promoted to the position of principal of the local high school. The district is small and has only one high school. There are five full-time vocational teacher units in four program areas--two in consumer and homemaking education, two in vocational agriculture, one in vocational industrial education, and one in vocational office education. Lynn has no experience in and only limited knowledge of vocational education.

Objectives: Describe a plan or strategy that Lynn can use to gain an understanding of vocational education and to become familiar with the administration of these programs.

Activity #1--Sample Answer

Setting: Lynn Larson has recently been promoted to the position of principal of the local high school. The district is small and has only one high school. There are five full-time vocational teacher units in four program areas--two in consumer and homemaking education, two in vocational agriculture, one in vocational industrial education, and one in vocational office education. Lynn has no experience in and only limited knowledge of vocational education.

Objectives: Describe a plan or strategy that Lynn can use to gain an understanding of vocational education and to become familiar with the administration of these programs.

Response: Lynn should obtain the most recent copies of the following documents from the Department of Occupational Education and Technology at TEA:

- The Texas State Plan for Vocational Education
- The Guide for Planning Vocational Programs in Local Education Agencies
- A Certified List of Courses for Occupational Education and Technology
- Program Standards for Public Schools, in the following areas:
    - Distributive Education
    - Vocational Industrial Education
    - Vocational Office Education
    - Vocational Health Occupations Education
    - Vocational Agriculture Education
    - Vocational Homemaking Education.

After copies of these publications have been obtained, Lynn should spend time studying them. The Program Standards and Planning Guide should be especially useful.

Lynn should plan to visit with each of the vocational teachers in the district to show an interest in their programs and to learn from them. In addition, Lynn should also visit the vocational classes when they are in session.

Lynn should become acquainted with area vocational staff members as well as with DOET staff in charge of secondary-related programs and services. When it is convenient, a trip to TEA to visit with the DOET staff should be planned. These people are available to help administrators plan, develop, and evaluate vocational programs.

Activity #2

Setting: The administrative structure of a local school district is generally depicted in an organizational chart. This organizational chart is helpful to anyone desiring to understand the formal administrative "chain of command." It can also be used to illustrate the relative importance of various programs and services offered by the district--depending upon how many administrative levels separate the person(s) in charge of those programs and services from the top-level administrator, the superintendent.

Objectives: Develop an organizational chart for a local school district. Describe in writing the size of the district (number of pupils, number of teachers, number of schools, etc.) as well as the relative importance of vocational education to the total educational program offered by the district. Include a discussion of the various vocational program areas offered. Be sure to show on the organizational chart the relationship of the administrator(s) in charge of vocational programs to other administrators.

Activity #2--Sample Answer

Setting: The administrative structure of a local school district is generally depicted in an organizational chart. This organizational chart is helpful to anyone desiring to understand the formal administrative "chain of command." It can also be used to illustrate the relative importance of various programs and services offered by the district--depending upon how many administrative levels separate the person(s) in charge of those programs and services from the top-level administrator, the superintendent.

Objectives: Develop an organizational chart for a local school district. Describe in writing the size of the district (number of pupils, number of teachers, number of schools, etc.) as well as the relative importance of vocational education to the total educational program offered by the district. Include a discussion of the various vocational program areas offered. Be sure to show on the organizational chart the relationship of the administrator(s) in charge of vocational programs to other administrators.

Response: *Responses will probably show wide variation; hence no sample answer has been provided.*

294

PART IV

SELF-ASSESSMENT ANSWER KEY

Self-Assessment

Directions: Circle the letter (or letters) of all correct answers.

1. The legal responsibility for education rests at what level?

    a. Federal.
    b. State.
    c. Local.

2. The overall policy for the administration of vocational education has been established through. . .

    a. Local advisory councils.
    b. The U.S. Office of Education.
    c. Federal legislation.
    d. The U.S. Commissioner of Education.

3. Recent federal legislation for vocational education has acted as impetus for the development of different organizational patterns. Recent patterns are organized around. . .

    a. Levels of instruction and general functions.
    b. Traditional occupational categories.
    c. Responsibilities of designated vocational administrators.
    d. The needs of special populations.

4. Which one of the following types of institutions does not provide vocational education programs?

    a. Comprehensive high schools.
    b. Area vocational-technical school.
    c. Vocational or technical high school.
    d. Elementary school.

5. The three basic curricular offerings in Texas public schools are as follows:

    a. College preparatory education.
    b. General education.
    c. College transfer education.
    d. Vocational education.

6. The U.S. Office of Education is headed by the Commissioner of Education who is. . .

   a. Appointed by the President.
   b. Elected by the people in a general election.
   c. Appointed by Congress.
   d. Elected by Congress.

7. The first federal agency concerned with the administration of vocational education was created by. . .

   a. The 1968 Vocational Education Amendments.
   b. The Smith-Hughes Act of 1917.
   c. The National Advisory Council on Vocational Education (1968).
   d. The Panel of Consultants on Vocational Education (1961-1962).

8. The first federal agency concerned with the administration of vocational education was. . .

   a. The Federal Board for Vocational Education.
   b. The Bureau of Occupational and Adult Education.
   c. The Department of Health, Education, and Welfare.
   d. None of the above.

9. The correct title of the person who heads the Texas Education Agency (TEA) is. . .

   a. The State Superintendent for Education.
   b. The Chief State School Officer.
   c. The Chief Executive Officer.
   d. The Commissioner of Education.

10. The correct title of the department within TEA which is responsible for the administration, planning, and coordination of vocational programs is. . .

   a. The Department of Vocational-Technical Education.
   b. The Department of Occupational and Career Education.
   c. The Department of Occupational Education and Technology.
   d. The Department of Occupational and Adult Education.

11. Identify all the divisions which comprise the TEA department responsible for state-level administration of vocational programs in Texas.

   a. Division of Secondary Programs.
   b. Division of Postsecondary Programs.
   c. Division of Programs for the Handicapped and Disadvantaged.
   d. Division of Adult Programs.
   e. Division of Research and Development.
   f. Research Coordinating Unit.

297

12. Within the U.S. Office of Education, what agency is responsible for the administration of vocational programs at the federal level?

a. The Bureau of Occupational Education and Technology.
b. The Bureau of Occupational and Career Education.
c. The Bureau of Vocational-Technical Education.
d. The Bureau of Occupational and Adult Education.

13. Local districts are eligible to request approval to hire a vocational administrator when they have. . .

a. 10 or more full-time vocational teacher units in four or more program areas
b. a minimum of 25 full-time vocational teacher units.
c. a minimum of 50 full-time vocational teacher units in 10 or more program areas.
d. a minimum of 100 full-time vocational teacher units.

14. Four TEA publications which are important to the administration of local vocational programs are as follows:

a. The Texas State Plan for Vocational Education.
b. Guide for Planning Vocational Programs in Local Education Agencies.
c. Program Standards for Public Schools.
d. Handbook for Vocational Directors.
e. A Certified List of Courses for Occupational Education and Technology.

15. Types of vocational classes for adults include. . .

a. Preparatory.
b. Developmental.
c. Supplementary.
d. Apprenticeship.

16. Local advisory councils are. . .

a. Required by federal law.
b. Comprised of representatives of the general public, including parents, students, teachers, administrators, and representatives of business, industry, and labor.
c. Formed to offer assistance to the vocational program.
d. Administrative in nature.

17. Which of the following are vocational youth leadership organizations?

a. Future Homemakers of America (FHA).
b. Future Farmers of America (FFA).
c. Office Education Association (OEA).
d. FHA-Home Economics Related Occupations (FHA-HERO).
e. Vocational Industrial Clubs of America (VICA).
f. Texas Association for Health Occupations Students (TAHOS).
g. Texas Vocational Youth Association (TVYA).
h. Distributive Education Clubs of America (DECA).

Directions: Circle "T" if the statement is true or "F" if the statement is false.

T F 1. The top vocational officer in the USOE reports directly to the President.

T F 2. The 24 members of the State Board of Education also serve as the State Board for Vocational Education.

T F 3. In districts without vocational directors, the building principals often assume administrative responsibility for vocational education programs.

T F 4. Vocational administrators and vocational supervisors are both hired on 12-month contracts.

T F 5. CVAE is a vocational program specifically designed for handicapped students.

T F 6. Occupational Orientation is strictly limited to middle school or junior high students.

T F 7. Before a handicapped student is placed in a regular vocational program, the case is reviewed by an ARD Committee.

T F 8. Because of recent legislation, attempts are being directed by TEA divisions toward the reduction of sex discrimination and sex stereotyping in vocational programs.

Answer Key

Directions: Circle the letter (or letters) of all correct answers.

1. The legal responsibility for education rests at what level?

    a. Federal.
    [✓ b.] State.
    c. Local.

2. The overall policy for the administration of vocational education has been established through. . .

    a. Local advisory councils.
    b. The U.S. Office of Education.
    [✓ c.] Federal legislation.
    d. The U.S. Commissioner of Education.

3. Recent federal legislation for vocational education has acted as impetus for the development of different organizational patterns. Recent patterns are organized around. . .

    [✓ a.] Levels of instruction and general functions.
    b. Traditional occupational categories.
    c. Responsibilities of designated vocational administrators.
    d. The needs of special populations.

4. Which one of the following types of institutions does not provide vocational education programs?

    a. Comprehensive high schools.
    b. Area vocational-technical school.
    c. Vocational or technical high school.
    [✓ d.] Elementary school.

5. The three basic curricular offerings in Texas public schools are as follows:

    [✓ a.] College preparatory education.
    [✓ b.] General education.
    c. College transfer education.
    [✓ d.] Vocational education.

6. The U.S. Office of Education is headed by the Commissioner of Education who is. . .

   [✓ a.] Appointed by the President.
   b. Elected by the people in a general election.
   c. Appointed by Congress.
   d. Elected by Congress.

7. The first federal agency concerned with the administration of vocational education was created by. . .

   a. The 1968 Vocational Education Amendments.
   [✓ b.] The Smith-Hughes Act of 1917.
   c. The National Advisory Council on Vocational Education (1968).
   d. The Panel of Consultants on Vocational Education (1961-1962).

8. The first federal agency concerned with the administration of vocational education was. . .

   [✓ a.] The Federal Board for Vocational Education.
   b. The Bureau of Occupational and Adult Education.
   c. The Department of Health, Education, and Welfare.
   d. None of the above.

9. The correct title of the person who heads the Texas Education Agency (TEA) is. . .

   a. The State Superintendent for Education.
   b. The Chief State School Officer.
   c. The Chief Executive Officer.
   [✓ d.] The Commissioner of Education.

10. The correct title of the department within TEA which is responsible for the administration, planning, and coordination of vocational programs is. . .

    a. The Department of Vocational-Technical Education.
    b. The Department of Occupational and Career Education.
    [✓ c.] The Department of Occupational Education and Technology.
    d. The Department of Occupational and Adult Education.

11. Identify all the divisions which comprise the TEA department responsible for state-level administration of vocational programs in Texas.

    [✓ a.] Division of Secondary Programs.
    [✓ b.] Division of Postsecondary Programs.
    c. Division of Programs for the Handicapped and Disadvantaged.
    [✓ d.] Division of Adult Programs.
    e. Division of Research and Development.
    [✓ f.] Research Coordinating Unit.

12. Within the U.S. Office of Education, what agency is responsible for the administration of vocational programs at the federal level?

a. The Bureau of Occupational Education and Technology.
b. The Bureau of Occupational and Career Education.
c. The Bureau of Vocational-Technical Education.
[✓ d.] The Bureau of Occupational and Adult Education.

13. Local districts are eligible to request approval to hire a vocational administrator when they have. . .

[✓ a.] 10 or more full-time vocational teacher units in four or more program areas
b. a minimum of 25 full-time vocational teacher units.
c. a minimum of 50 full-time vocational teacher units in 10 or more program areas.
d. a minimum of 100 full-time vocational teacher units.

14. Four TEA publications which are important to the administration of local vocational programs are as follows:

[✓ a.] The Texas State Plan for Vocational Education.
[✓ b.] Guide for Planning Vocational Programs in Local Education Agencies.
[✓ c.] Program Standards for Public Schools.
d. Handbook for Vocational Directors.
[✓ e.] A Certified List of Courses for Occupational Education and Technology.

15. Types of vocational classes for adults include. . .

[✓ a.] Preparatory.
b. Developmental.
[✓ c.] Supplementary.
[✓ d.] Apprenticeship.

16. Local advisory councils are. . .

[✓ a.] Required by federal law.
[✓ b.] Comprised of representatives of the general public, including parents, students, teachers, administrators, and representatives of business, industry, and labor.
[✓ c.] Formed to offer assistance to the vocational program.
d. Administrative in nature.

17. Which of the following are vocational youth leadership organizations?

[✓ a.] Future Homemakers of America (FHA).
[✓ b.] Future Farmers of America (FFA).
[✓ c.] Office Education Association (OEA).
[✓ d.] FHA-Home Economics Related Occupations (FHA-HERO).
[✓ e.] Vocational Industrial Clubs of America (VICA).
[✓ f.] Texas Association for Health Occupations Students (TAHOS).
g. Texas Vocational Youth Association (TVYA).
[✓ h.] Distributive Education Clubs of America (DECA).

Directions: Circle "T" if the statement is true or "F" if the statement is false.

T [✓ F] 1. The top vocational officer in the USOE reports directly to the President.

[✓ T] F 2. The 24 members of the State Board of Education also serve as the State Board for Vocational Education.

[✓ T] F 3. In districts without vocational directors, the building principals often assume administrative responsibility for vocational education programs.

T [✓ F] 4. Vocational administrators and vocational supervisors are both hired on 12-month contracts.

T [✓ F] 5. CVAE is a vocational program specifically designed for handicapped students.

T [✓ F] 6. Occupational Orientation is strictly limited to middle school or junior high students.

[✓ T] F 7. Before a handicapped student is placed in a regular vocational program, the case is reviewed by an ARD Committee.

[✓ T] F 8. Because of recent legislation, attempts are being directed by TEA divisions toward the reduction of sex discrimination and sex stereotyping in vocational programs.

IVA IMPROVING VOCATIONAL ADMINISTRATION

UNIT FIVE

UNIT FIVE

ADMINISTRATION AND SUPERVISION OF VOCATIONAL EDUCATION PROGRAMS

Table of Contents

Introduction

PART I.

Description 1
Goal. 1
Objectives. 1
Suggested Instructional Activities. 4
Definitions of Terms. 5

PART II.

Resource Readings 11

Developing A Philosophy of Vocational Education
Staffing The Vocational Education Program
Instructional Leadership And Curriculum Development In Vocational Education
Vocational Guidance And Counseling
Evaluating The Vocational Program

References. 51

PART III.

Learner Activities. 55

PART IV.

Self Assessment 67
Answer Key. 69

INTRODUCTION

Achievement of the national goals of vocational education requires careful thought, wise planning, and vigorous action on the part of educational leaders at all levels. Quality vocational education programs strive to meet the manpower demands of business and industry and at the same time provide individuals with the knowledge and skills necessary for obtaining employment. The local administrator responsible for supervising vocational education should seek to develop and maintain a vocational program with the following elements:

- a written philosophy which serves as a frame of reference for policy and procedure,
- a qualified, competent staff,
- meaningful, effective and up-to-date curricular offerings,
- counseling and guidance assistance for all who have received instruction,
- a system for evaluating the program,
- effective community, business, and industry relationships,
- flexibility which enables the program to respond to demands of the labor market as well as to the needs of individuals in our society, and
- a system for achieving fiscal accountability.

PART I

DESCRIPTION
GOAL
OBJECTIVES
SUGGESTED INSTRUCTIONAL
ACTIVITIES
DEFINITIONS

ADMINISTRATION AND SUPERVISION OF VOCATIONAL EDUCATION PROGRAMS

Description

This unit focuses on local administration and supervision of vocational education programs. Emphasis is placed upon some of the elements of a quality vocational program, including philosophy, staffing, curriculum, guidance and counseling, and evaluation. Special attention is given to procedures used in Texas for developing these elements.

(Note: Other elements of a quality vocational program are dealt with in the units entitled "Advisory Councils to Vocational Education," "Planning Vocational Education Programs," and "Funding and Fiscal Management of Vocational Education.")

Goal

The learner will develop an understanding of the administrative functions involved in developing specified elements of a quality vocational program. In addition, the learner will develop an awareness of the uniqueness of vocational education relative to these elements.

Objectives

Specifically, the learner will:

5.1 Explain the importance of a written philosophy of education for a local school district.

- 5.11 Describe what should be included in a school district's philosophy of education.
- 5.12 Identify who should be involved in the development of a school district's philosophy of education.
- 5.13 Identify the fundamental principles of vocational education.

5.14 Formulate a philosophy of vocational education consistent with the district's educational philosophy.

5.2 Demonstrate an understanding of the factors to consider in staffing the vocational education program.

5.21 Describe the two major areas of competence needed by vocational teachers.

5.22 Describe the reasons for having different certification requirements for vocational and academic teachers.

5.23 Describe recruitment strategies for attracting vocational teachers from business and industry.

5.24 Describe qualification and certification requirements of secondary vocational teachers in the following program areas:

a. Agriculture Education
b. Distributive Education
c. Health Occupation Education
d. Consumer and Homemaking Education
e. Office Education
f. Trades and Industrial Education
g. Occupational Orientation
h. Industrial Arts.

5.25 Describe the manner in which preservice education is provided for vocational education personnel.

5.26 Describe inservice education conducted by the Department of Occupational Education and Technology for secondary vocational personnel.

5.27 Describe the provisions under Senate Bill 1 for local inservice education.

5.3 Demonstrate an understanding of the administrator's role in vocational curriculum development.

5.31 Describe the administrator's role as an instructional leader in vocational curriculum development.

5.32 Describe vocational curriculum development efforts in Texas.

5.4 Demonstrate an understanding of vocational guidance and counseling services in Texas.

5.41 Describe the functions of the vocational counselor.

5.42 Identify the long-range objectives for vocational education adopted by the State Board.

5.43 Identify two Texas Education Agency priorities which deal with vocational guidance.

5.44 Describe the local administrator's role in vocational guidance.

5.45 Describe the importance of student selection and job placement in vocational education.

5.5 Demonstrate an understanding of evaluation as it relates to the vocational program.

5.51 Describe process and product evaluation as they apply to vocational education.

5.52 Describe the benefits derived from vocational program evaluation.

5.53 Devise an evaluation plan for the vocational education program in a local school district.

Suggested Instructional Activities

1. Divide students into small groups of two to three and assign topics for local inservice workshops. Instruct the groups to plan the workshops and present an abbreviated form to the class. The plan should include objectives, resource materials, speakers, films, evaluation plans, etc.

2. Assign students to write a philosophy for vocational education relative to a district's overall educational philosophy.

3. Invite a vocational guidance counselor to speak with the class concerning the functions of the vocational guidance program and the administrator's role in improving the quality of this program.

4. Assign students to devise a plan for evaluating the vocational program. Elements which should be included are as follows:

- program goals and objectives
- personnel
- facilities
- equipment
- curriculum
- guidance services.

5. Invite a superintendent to speak with the class concerning methods used for developing the district's philosophy of education. Included in the presentation could be a discussion of what should be included in this philosophy.

6. Invite a vocational curriculum specialist to speak with the class concerning the special techniques involved in vocational curriculum development.

311

Definition of Terms

The following terms are defined as they are used in the supporting materials for this unit:

- Statement of Qualifications (SOQ) is a Texas Education Agency form which is submitted by persons seeking vocational certification. It requires personal, education, and occupational information of the applicant.
- *Vocational Education includes organized educational programs which are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation (upgrading and retraining) for a career requiring other than a baccalaureate or advanced degree. Occupational courses may be designed for (1) persons in high school, (2) persons who have completed or left high school and who are available for study in preparation for entering the labor market, (3) persons who have already entered the labor market and who need training or retraining to achieve stability or advancement in employment, (4) disadvantaged persons, (5) handicapped persons, and (6) persons of limited English-speaking ability.
- *Program Completers means persons who have finished a planned sequence of vocational courses, services, and activities designed to meet an occupational objective and provide entry-level job skills.
- *Program Leavers means (a) persons who leave a program voluntarily before its formal completion because they have acquired sufficient entry-level job skills to work in the field, and who have been

312

employed in a job related to their field of training and (b) all other leavers.

- *Vocational Program Area is the administrative unit at the state level under which vocational programs are conducted (i.e., Vocational Industrial Education, Distributive Education, Vocational Agriculture Education, etc.).
- *Vocational Counselor Unit is the equivalent of one full-time vocational counselor receiving an annual salary paid under the Foundation School Program, local funds, or through contracts or special allocation by the Texas Education Agency. Vocational counselor units are allocated to perform one or more of the following functions according to assignment: assist persons in making informed and meaningful occupational-career choices, identify individuals who are suited to and who would benefit from vocational instruction, assist them in selecting a program of vocational instruction, aid in job placement, and coordinate follow-up studies.
- *Vocational Course is an organization of subject matter and related learning experiences for the instruction of students on a scheduled or other systematic basis during a predetermined period of time (i.e., quarter or school year) and providing, upon successful completion, credit toward graduation and completion of an approved vocational program.
- *Vocational Class is a group of students regularly scheduled to study the same course.
- *Vocational Program, as defined by the U.S. Office of Education in Handbook VI, Standard Terminology for Curriculum and Instruction in

Local and State School Systems (1970), means a planned sequence of courses, services, or activities designed to meet an occupational objective. One-half or more teacher units, based on enrollments, may be allocated to conduct an approved program.

*NOTE: Definitions are taken from the Guide for Planning Vocational Programs in Local Education Agencies, Texas Education Agency.

PART II

RESOURCE READINGS
REFERENCES

2

DEVELOPING A PHILOSOPHY OF VOCATIONAL EDUCATION

A written philosophy serves as the framework for policy and procedures. In addition, it provides a basis for establishing the district's goals and objectives. In general, a philosophy of education should emphasize equal educational opportunities for all youth and adults in the community. It should emphasize that experiences and opportunities are provided which will motivate and assist individuals in achieving their maximum intellectual, physical, occupational, social, economical, and moral potential.

A philosophy should reflect the complementary nature of academic and vocational education with all diplomas being of equal value, regardless of curriculum. Additionally, it should reflect a dedication to excellence in the staff, the curriculum, and the physical facilities for all educational programs. An educational philosophy should represent the expectations and values of the community, parents, teachers, students, and administrators comprising a local school district. Because of its importance, the philosophy should be included in all major school publications.

Development of a philosophy of vocational education is not an easy task, and it should not be attempted in isolation. Because it should reflect the educational goals and aspirations of the residents of the district, representatives of all segments of the community should be involved in its development as well as representatives of the faculty and the students.

Those responsible for developing the vocational education philosophy for a local school district should be knowledgeable of the fundamental principles underlying vocational education, they should also understand how these principles mesh to form an educational system. Charles Prosser, an early vocational education leader, developed 16 principles which have served as the basis for vocational education policy for many years. These principles, included in Vocational Education in a Democracy (Prosser and Quigley, 1949: 234-235) have withstood the test of time and are still used in developing quality vocational programs. Prosser and Quigley saw quality vocational education as having the following characteristics:

1. The training environment is the working environment itself or a replica of the working environment.
2. The training jobs are carried on in the same way as in the occupation itself.
3. The trainee is trained specifically in the manipulative habits and thinking habits required in the occupation itself.
4. The training helps the trainee to capitalize his interests and abilities to the highest possible degree.
5. The training is given to those who need it, want it, and are able to profit by it.
6. Adequate repetitive training in experiences from the occupation fixes right habits of doing and thinking to the degree necessary for employment.
7. The instructor is himself master of the skills and knowledge he teaches.
8. Training is carried to the point where it gives the trainee a productive ability with which he can secure employment or hold employment.
9. Training meets the market demands for labor whatever these may be in any given occupation.
10. Training is given on actual jobs and not in exercises or pseudo jobs.
11. The content of the training which is taught is obtained from masters of the occupation, not theorists.
12. This teaching content applies so directly and specifically to the occupation that it has functioning value for this occupation only.
13. The training needs of any group are met at the time they most require help and in the way that gives the most help.

14. The particular characteristics of those it serves are considered--both in methods of instruction and in personal relations with learners.

15. The administration is elastic and fluid.

16. The funds expended on training are at least sufficient to permit good training to be done.

STAFFING THE VOCATIONAL EDUCATION PROGRAM

The quality of any vocational education program is largely dependent upon the competence of the teachers in that program. This competence falls into two areas:

(1) knowledge and skill in the specific occupational area, and

(2) pedagogical skill.

The administrator responsible for hiring vocational personnel should seek teachers who have a sufficiently broad general education to enable them to communicate with the total staff. The ability to relate well with young people is also essential to the vocational teacher's success. The administrator should look for evidence of the teacher's ability to plan and organize a course of instruction. In addition, recent work experience is highly desirable, if not essential, for a vocational teacher. Vocational teachers should be encouraged to keep up-to-date in their fields through summer employment, institutes, seminars, and other forms of study and skill-related experiences; and salary increments should be given for these professional development activities.

Today, most states require a bachelor's degree and a certificate or prerequisites to teach in public secondary schools. Many vocational teachers though, are recruited from business and industry; and the possibility exists that they may not have these educational credentials. What they do have, however, is extensive technical knowledge and a great deal to offer students in the way of skills and experience. For this reason, most states, including Texas, have different certification and qualification requirements for vocational teachers than for regular academic teachers.

Attracting qualified persons from business and industry is difficult at best. Many districts have elected to supplement the salaries of some vocational teachers with local funds in order to be somewhat competitive with labor market scale. This becomes a necessity if highly qualified people are to be recruited. It is suggested that the administrator call upon the advisory council for help when difficulty is encountered in finding a vocational teacher. These persons may be able to suggest possible applicants, or they may actually help to recruit qualified individuals.

Qualifications and Certification of Vocational Teachers

The Texas Education Agency (TEA) has published Bulletin 753, Guidelines for School Personnel: Certification, Allocations, and Records, which identifies the requirements for certification of vocational teachers. In addition, these requirements are included in the Program Standards for each program area. Basic requirements are discussed by program area in the following paragraphs.

Agriculture Education

Teachers of production agriculture must have, as a minimum, a baccalaureate degree in vocational agriculture education. The degree must be awarded by a college or university approved by the State Board of Education for the preparation of vocational agriculture teachers. They must also have a valid Texas vocational agriculture teacher's certificate.

In addition to the foregoing requirements, teachers of agriculture preemployment laboratory and agriculture cooperative education must complete a TEA-sponsored workshop which provides specialized training in implementing and conducting these agriculture-related programs. Agriculture Coordinated Vocational-Academic Education (CVAE) teachers and agriculture CVAE preemployment laboratory teachers must also complete a summer

TEA-sponsored workshop related to the needs of disadvantaged students. Occupational competency in the area in which they are teaching is also required.

Vocational agriculture teachers who teach Vocational Education for the Handicapped (VEH) must meet the same degree and certification requirements as other vocational agriculture teachers. In addition, they too must participate in a special TEA-sponsored workshop emphasizing the special needs of handicapped students in vocational agriculture. During the first two years of teaching handicapped students, an emergency permit is issued. Superintendents must verify employment when emergency permits are issued. After two years of successful teaching, a provisional VEH certification can be issued.

Distributive Education

Persons receiving a degree from a TEA-approved distributive education teacher preparation program are eligible for vocational certification provided they have two years of recent occupational experience in distributive businesses. They must also submit the Statement of Qualifications (SOQ) form to TEA for approval.

An emergency distributive education teaching permit may be issued to persons who: (1) have a bachelor's degree in any field from an accredited institution, (2) have two years of recent occupational experience in distributive business, (3) have their Statement of Qualifications (SOQ) approved by TEA, (4) submit a transcript to an approved teacher training institution for evaluation, (5) complete a minimum of six semester hours per year until all specified deficiencies are removed, and (6) attend an orientation workshop conducted by TEA. The superintendent must verify employment for an emergency permit to be issued or renewed. The teacher is allowed a maximum of three years to remove all deficiencies, at which time application for the provisional vocational certification can be made.

Health Occupations Education

Health occupations teachers must have a bachelor's degree, or they must have demonstrated abilities in teaching, coordination, and management of student learning experiences. In addition, they must hold a license or certificate as a professional practitioner in one or more health occupations. (Licensed vocational nurses are not eligible.) To receive the provisional vocational certificate, health occupations teachers must have two years of recent successful employment in a licensed hospital or other health agency beyond that experience required to become licensed or certified by the State. In addition, these individuals must have completed 14 semester hours of specified professional teacher education courses and two years of successful teaching in health occupations. They must also submit the SOQ to TEA for approval.

An emergency teaching permit in health occupations can be issued by TEA to persons who have a bachelor's degree or who demonstrated teaching, coordination, and management abilities. In addition, they must have a license or certification as a professional practitioner in one or more health occupations and two or more years of recent relevant employment experience. They must also complete 30 clock hours (noncredit) in an orientation workshop sponsored by TEA and receive TEA approval of their SOQ. To renew an emergency certificate, a health occupations teacher must complete a minimum of six semester hours toward removal of any existing deficiencies until 14 semester hours of specified professional teacher education courses are completed. The employing superintendent must submit an application for the emergency teaching permit. When renewal is requested, the superintendent must verify that the teacher has successfully completed the preceding year of employment.

Consumer and Homemaking Education

Teachers of vocational homemaking must have, as a minimum, a baccalaureate degree in home economics education. The degree must be awarded by a college or university approved by the State Board of Education for the preparation of vocational homemaking teachers. They must also have a valid Texas vocational homemaking teacher's certificate. In addition to these requirements, home economics cooperative education (HECE) teachers must complete a TEA-sponsored workshop designed especially for them.

Home economics preemployment laboratory teachers have three options for becoming vocationally certified. Under Option I, persons certified by the procedures described in the preceding paragraph are automatically eligible to teach preemployment laboratory homemaking. To be certified under Option II, a person must have a bachelor's degree (any field), three years of recent wage-earning experience in the occupation or skilled trade for which instruction is offered, and 14 semester hours of specified professional teacher education courses. To be certified under Option III, a person must have a high school diploma or equivalent, five years of recent wage-earning experience in the occupation or skilled trade for which instruction is offered, and 14 semester hours of specified professional teacher education courses.

To receive a provisional vocational homemaking endorsement to teach CVAE, home economics teachers must have a valid Texas vocational homemaking certificate, and they must complete two TEA-sponsored three-week summer workshops designed especially for homemaking CVAE teachers. They must also receive TEA approval of their SOQ.

To receive a provisional vocational homemaking endorsement to teach Vocational Education for the Handicapped (VEH), home economics teachers must have a valid Texas vocational homemaking certificate and they must complete two TEA-sponsored three-week summer workshops designed especially for homemaking VEH teachers. They must also receive TEA approval of their SOQ.

Persons who have a degree in home economics but do not hold a vocational homemaking certificate may be employed by a school district when emergency conditions exist. An emergency teaching permit may be issued provided certain procedures are followed. First, the teacher must contact a Texas college or university approved by the State Board of Education to prepare vocational homemaking education teachers and request recommendation for an emergency teaching permit. Together the teacher and appropriate college or university personnel must develop a plan for meeting the requirements for a vocational homemaking education certificate. The teacher must agree to work continuously toward meeting the certification requirements. The employing superintendent must then make application to TEA for a vocational homemaking emergency teaching permit. To renew the emergency permit, the teacher must have completed one-fourth of the requirements or a minimum of six semester hours during the year. For useful homemaking, three emergency teaching permits may be issued, and all requirements for the certificate must be completed within a three-year period. Only two emergency permits may be issued to homemaking CVAE and VEH teachers.

Office Education

Cooperative education and preemployment laboratory teachers of vocational office education must have a bachelor's degree from an accredited institution with a major or minor in business. They must also have two years of recent wage-earning experience in office occupations. To receive provisional certification, vocational office education teachers must have two years of experience teaching business education subjects and 14 semester hours of specified professional teacher education courses. In addition, they must complete a workshop sponsored by TEA, and they must receive TEA approval of their SOQ.

The qualifications and certification requirements for office education CVAE preemployment laboratory teachers are the same as those described above except that they are not required to have the two years of teaching experience in business education subjects. However, there are two other optional ways to become office education CVAE preemployment laboratory teachers. A person with a bachelor's degree (any field) from an accredited institution who has two years of recent wage-earning experience in one or more of the occupations for which instruction is offered may be provisionally certified by: (1) completing 14 hours of specified professional teacher education courses, (2) completing a workshop sponsored by TEA, and (3) gaining approval of his or her SOQ. These same certification requirements may be applied for a person with a high school diploma (or its equivalent) and five years of recent wage-earning experience in one or more of the occupations for which instruction is offered.

Teachers of vocational office education for the handicapped (VEH) have the same three options for provisional vocational certification as the CVAE teachers. Data processing teachers must have a minimum of a high school diploma (or its equivalent), two years of post-high school training, three years of data processing occupational experience (one of which was continuous, recent, and full-time), and 14 semester hours of specialized professional education courses.

Emergency teaching permits may be issued to individuals who meet the degree or high school requirement and the work experience requirement for each of the vocational office education positions described above. To receive the initial permit, applicants must submit the SOQ to TEA for approval along with an application and their official transcripts. To renew the permit, individuals must complete a minimum of six semester hours of specified courses toward removal of any deficiencies in the required 14 hours of professional education courses. A provisional vocational certificate can be issued when all deficiencies are removed.

Trades and Industrial Education

Cooperative education and preemployment laboratory teachers in vocational trades and industrial education have similar qualification and certification requirements. They must have a bachelor's degree from an institution approved by the State Board for the preparation of trades and industry teachers. They must also have at least three years of occupational experience in two or more approved industrial occupations or skilled trades. One year of this employment must be continuous in a single occupation or trade. In addition, they must complete a TEA-sponsored workshop, and they must receive TEA approval of their SOQ.

There is another option available to individuals desiring to become cooperative education or preemployment laboratory teachers of vocational trades and industry. If a person has (1) a bachelor's degree (any field) from an accredited institution, (2) two years of teaching experience in a secondary school (or other leadership experience and training), and (3) three years of occupational experience in two or more industrial occupations or skilled trades (including one year of continuous employment in a single occupation or trade), he or she may seek provisional vocational certification. This certification will be awarded after (1) completion of 14 semester hours of specialized professional teacher education courses, (2) completion of a TEA-sponsored workshop, and (3) approval of the SOQ by TEA.

In addition to the two options described in the preceding paragraphs, individuals seeking to teach preemployment laboratory education have a third option. If a person with a high school diploma (or its equivalent) has five or more years of occupational experience in the occupation or skilled trade for which instruction is offered, he or she may become vocationally certified. They may do this by (1) completing 14 semester hours of specified professional teacher education courses, (2) completing a TEA-sponsored workshop, and (3) receiving approval of their SOQ.

Teachers of trades and industry classes for the disadvantaged (CVAE) and preemployment laboratory education for the handicapped (VEH) have the same qualification and certification requirements. There are three ways in which these individuals may become qualified and certified to teach. Under the first option, a person with a bachelor's degree from an institution approved to prepare VEH or CVAE trades and industry teachers must (1) have two years of recent wage-earning experience in one or more of the occupations for which instruction is offered, (2) complete a TEA-sponsored workshop, and (3) receive approval of his or her SOQ. Under the second option, a person with a bachelor's degree (any field) from an accredited institution must (1) have two years of recent wage-earning experience in one or more occupations for which instruction is offered, (2) complete 14 semester hours of specified professional teacher education courses, (3) complete a TEA-sponsored workshop, and (4) receive approval of their SOQ. Under the third option, a person with a high school diploma (or its equivalent) must (1) have five years of recent wage-earning experience in one or more of the occupations for which instruction is offered, (2) complete 14 semester hours of specified professional teacher education courses, (3) complete a TEA-sponsored workshop, and (4) receive TEA approval of their SOQ.

Emergency teaching permits for vocational trades and industry are available for persons who meet the degree or high school equivalency requirements and work experience requirements. These persons must also receive TEA approval of their SOQ. If it is necessary to renew the emergency permit, one-third of the specified deficiencies (or a minimum of six semester hours) must have been completed by the teacher during the year.

Occupational Orientation

Teachers of vocational occupational orientation must have a bachelor's degree in any field from an accredited institution and two years of recent wage-earning experience in one or more occupations other than teaching. Prevocational laboratory teachers must have wage-earning experience in the occupational field for which instruction is offered. In addition to the degree and work experience requirements cited above, occupational orientation teachers must have 12 semester hours in specified professional teacher education courses at an approved institution. They must also receive TEA approval of their SOQ.

Emergency permits to teach vocational occupational orientation may be issued to persons who meet the degree and the work experience requirements. They must submit an SOQ to TEA for approval. The emergency permit may be renewed after a year of successful teaching if the teacher has completed during the year a minimum of six of the 12 specified semester hours required for provisional vocational certification.

Industrial Arts

A provisional industrial arts teacher must have a bachelor's degree in industrial arts from an approved institution. This degree must include 48 semester hours in industrial arts education.

Preservice Education

In addition to degree programs in agriculture, home economics, and distributive education, preservice education is provided for vocational education personnel for whom special vocational certificates or credentials are required by state teacher accreditation laws. These preservice education programs are operated in accordance with cooperatively developed written agreements between designated institutions of higher education and the State Board for Vocational Education. Separate budgets are required for each vocational teacher education program for which the institution is approved.

Inservice Education

In the Department of Occupational Education and Technology, all program areas within the Division of Secondary Programs conduct annual inservice education workshops for all secondary vocational instructional and supervisory personnel. These workshops are usually scheduled during the latter part of July and the first part of August. Regional inservice workshops of one day duration are scheduled by the various program areas throughout the academic year. Teachers are reimbursed travel and per diem for attending the state sponsored inservice workshops.

The State Board for Vocational Education may also enter into agreements with institutions of higher education for continuing inservice education. Under Senate Bill 1, local districts have eight days for inservice education during the year. At its discretion, the local district may count as part of the eight days of inservice those workshops planned by and/or sponsored by the Texas Education Agency or by regional education service centers. The attendance of personnel during scheduled days of inservice training and preparation is an integral part of the professional contract.

INSTRUCTIONAL LEADERSHIP AND CURRICULUM DEVELOPMENT IN VOCATIONAL EDUCATION

Administrators generally accept that curriculum consists of all the planned or supervised experiences that are provided to students under the direction of the school. Knezevich (1975: 480) has stated that "it is an instrument by and through which the schools seek to translate educational hopes and aspirations into reality."

Under the broad definition stated above, curriculum includes both classroom and extracurricular activities. Thus, curriculum development involves more than the selection and arrangement of course offerings. Planning and developing curriculum involves identifying and stating objectives, developing the total program, teaching and learning, providing curriculum guides, and providing other instructional materials and aids.

The administrator's role in the area of vocational curriculum is to provide instructional leadership. The administrator provides instructional leadership by stimulating greater effectiveness among all teachers. This may be done by freeing classroom teachers from time-consuming and frustrating tasks that may thwart their effectiveness. It may be done by providing needed resources to staff members and by helping teachers to utilize new developments, research findings, or promising practices when they are ready for introduction into the classroom.

Basic to developing vocational curriculum is the choice of goals and objectives for the vocational program. The administrator must demonstrate a knowledge of these goals and objectives as well as the competency to design and operate a system that will enable vocational teachers to work toward achieving them.

Administrators who devote time to the planning and designing of functional vocational facilities set the stage for better instruction and fulfill one of their roles as instructional leaders. Administrators should involve vocational teachers in this planning activity, as well as involving the appropriate secondary program area directors in the Department of Occupational Education and Technology (DOET). The size, shape, and arrangement of facilities and the type of equipment needed are dictated by the vocational program for which they are intented. It is almost impossible for a general administrator to plan and design functional vocational facilities without the help of experts in the field who have knowledge of the educational experiences and methods of instruction used in vocational education.

Another aspect of the administrator's instructional leadership role in vocational curriculum concerns searching for and obtaining additional funds. This allows the district to employ more highly qualified vocational teachers and to retain outstanding ones. It also allows the purchase of needed instructional equipment, materials, and supplies. In the final analysis, the vocational budget is the fiscal interpretation of the vocational education program; and time spent on planning and securing funds helps to make effective teaching possible.

Vocational Curriculum Development in Texas

Through TEA the State Board for Vocational Education makes grants to, or contracts with, local districts and other agencies and institutions for vocational curriculum development projects. Some of these projects promote the development and dissemination of vocational curriculum materials for use in teaching occupational subjects. Other projects have developed standards for curriculum development in all occupational fields.

Texas has also participated in coordinated efforts with other states in preparing curriculum materials and in preparing current lists of curriculum materials available in all occupational fields from various agencies. At present, Texas is a member of the Mid-America Vocational Curriculum Consortium (MAVCC). Through contracts and grants, Texas has sought to evaluate available vocational education curriculum materials and their uses. Additionally, funds have been expended to train vocational personnel in curriculum development.

Texas has four centers designated for secondary vocational curriculum development. Each of these centers specializes in the development of curriculum material in one or more vocational program areas. These four centers and their areas of specialization are presented in Figure 1, page 28.

Administrators responsible for vocational education can obtain lists of the types and costs of materials produced by the curriculum centers. They should make sure that the vocational teachers in the district know about and have access to these materials. The secondary curriculum materials provide objectives and offer a basic design for the instructional program. While the materials specify the outcomes which teachers should strive for with their students, teachers are generally free to employ those methods which work best for them and their students and to select portions of the supplemental instructional materials which are appropriate.

Figure 1.

VOCATIONAL CURRICULUM CENTERS IN TEXAS

Center	Director	Areas of Specialization
* Occupational Curriculum Lab Secondary and Higher Education East Texas State University Commerce, Texas 75428	Mr. John Hayes	Vocational Education for the Disadvantaged (CVAE) Vocational Office Education Health Occupations Education Occupational Investigation
Home Economics Instructional Materials Center Texas Tech University P. O. Box 4067 Lubbock, Texas 79409	Ms. Linda Glosson	Consumer and Homemaking Education Vocational Education for the Handicapped (VEH)
Vocational Instructional Services Texas A&M University F. E. Box 182 College Station, Texas 77843	Mr. Foy Page (Ag) Mr. Dewey Cowling (T&I)	Vocational Agriculture Education Vocational Industrial Education
Instructional Materials Center Division of Extension University of Texas at Austin Austin, Texas 78712	Mr. Bob Luter	Vocational Industrial Education (primarily co-op) Distributive Education

* State dissemination center for materials developed through the Mid-America Vocational Curriculum Consortium (MAVCC) of which Texas is a member.

VOCATIONAL GUIDANCE AND COUNSELING

In 1965, the Texas State Board for Vocational Education made it possible for public schools to have vocational counselors. In 1975, under H.B. 1126, each school district having a four-year accredited high school became eligible for one or more vocational counselors under the Foundation School Program, the number being determined by an allocation formula.

A full-time vocational counselor unit receives an annual salary paid under the Foundation School Program, local funds, or through contracts or special allocation with TEA. Vocational counselors perform one or more of the following functions:

- identifying individuals who need and can benefit from vocational education,
- providing individuals with information necessary to make meaningful and informed occupational choices,
- aiding in the placement of individuals in appropriate vocational programs,
- assisting in the placement of individuals in jobs, and
- conducting follow-up procedures to determine the effectiveness of the vocational instruction and of the guidance program.

Vocational counselors provide services to both in-school and out-of-school youth and adults who need and can benefit from vocational programs, services, and activities.

On September 11, 1976, the State Board assigned several long-range objectives for vocational education. Included were the following:

- By 1981, 50 percent of all high school and junior/community college students will be participating in vocational education programs.
- By 1981, 75 percent of all graduates of high school gainful vocational education programs and 90 percent of all graduates of postsecondary vocational programs who are available for employment will be placed in an occupation for which they were trained or in a related occupation.
- By 1981, over 366,000 adults will be involved in vocational training or upgrading programs.

In order to achieve these objectives, TEA adopted nine priorities, two of which deal with vocational guidance. These two are as follows:

- Development and implementation of a statewide system of vocational guidance and counseling.
- Local job placement services for vocational students who desire employment.

The Education Amendments of 1976 (P.L. 94-482) provided recognition of the importance of vocational guidance and counseling by providing a special "set aside" for this purpose. One of the areas receiving much emphasis in the new legislation and having special implications for vocational guidance is the reduction of sex bias and sex stereotyping in vocational education. Every program, service, and activity related to vocational education is now obligated to correct the real or perceived sex bias and stereotyping that occurs.

Vocational counselors are members of a comprehensive educational team and should be viewed as such. They should not work in isolation, but rather they share the overall responsiblitity for quality vocational education programs and services.

337

The Administrator's Role in Vocational Guidance

To improve the quality and quantity of vocational guidance and counseling services, the local administrators should seek vocational guidance personnel who have work experience outside education. They should also provide opportunities for counselors to upgrade their vocational knowledge and career guidance skills through professional development activities.

Administrators should make a special effort to employ and train a wide variety of paraprofessional personnel to work in the guidance program under the supervision of professional counselors. In addition, they should seek to computerize guidance systems and to provide more accurate and timely data to counselors regarding vocational-technical training and job opportunities. Facilities, equipment, and materials for guidance services should be adequate and up-to-date.

Administrators should also encourage increased efforts to improve counseling and guidance services for minorities, the disadvantaged, the handicapped, and women. Immediate efforts should be made to lower the counselor-pupil ratio to a point where all who need counseling and guidance services will, in fact, receive them. Finally, administrators should insure that job placement and follow-up services are major components of the counseling and guidance program.

Student Selection

The results of the follow-up of students in vocational education is the basic criteria for future funding. Since the new legislation gave vocational education five years (1976 to 1981) to prove its effectiveness, student selection has become a very critical issue. State guidelines for admission to vocational programs require that students be physically and mentally capable of doing the work involved. In addition, they must show a sincere desire to be employed in the field of training after training has been received.

In selecting students for vocational programs, guidance personnel should have available and utilize such aids as:

- aptitude test scores,
- achievement test scores,
- interest inventories, and
- cumulative records.

None of these alone is adequate for use in advising a student; all should be given consideration. The counselor should use a personal interview along with group sessions to explain the various programs and options available to the student. After this has been done, the counselor can discuss with the student his or her career plans and help with the decision concerning choice of programs.

The task of student selection is not easy. In view of the fact that students are not always sure what it is they want to do nor what they are realistically capable of doing, the guidance counselor's job carries with it a great deal of responsibility.

Job Placement

Facilitating the transition of youth from school to employment is one of the most critical problems facing our schools today. This is especially true for those students who do not go on to formal educational training beyond high school.

The success of job placement services is dependent upon the cooperation of all professional school personnel. The size of the school district will probably determine who will perform the job placement activities. Smaller districts may rely on their vocational teachers or the guidance personnel to coordinate the placement services. Larger districts may have a full-time placement coordinator. No matter what the size of the district, someone should be given this responsibility. The importance of the activity is not diminished by the size of the district.

The administrator's support is essential to the job placement program. His or her commitment to the program can determine whether it succeeds or fails. For information and assistance in developing the job placement program, TEA has made available a publication entitled, *Job Placement Services: An Open Door to Opportunities*. It is available free upon request from the Department of Occupational Education and Technology. Another publication available free from the DOET is entitled, *Job Placement Model*. It contains samples of instruments and related materials used in gathering and maintaining information for placement operations.

EVALUATING THE VOCATIONAL PROGRAM

Local education agencies conducting approved vocational programs must make annual self-evaluations to determine the quality and effectiveness of their programs. Vocational program evaluation includes activities that focus on both process and product. Process evaluation involves monitoring the vocational teacher's performance, assessing the use of laboratory materials and equipment, and assessing the learning experiences used in the training or instructional setting. On the other hand, product evaluation includes judging the training outcomes and the costs incurred for a given program, relating these outcomes to the intended objectives, and examining both the positive and negative unintended outcomes.

Evaluation is an aid to vocational planning in that it can provide data pertaining to resources, limitations, and possibilities. In this respect, it is essential to establishing and assessing objectives. Evaluation not only helps in making decisions regarding assignment of vocational personnel, selection of students, program changes, and additions or deletions; it helps to justify those decisions.

In relation to instructional personnel, it can help to identify strengths and deficiencies, thus aiding personnel in improving their performance. It is important that these staff members be involved in the evaluation process. Staff participation in evaluation can be considered a professional development activitiy.

Evaluation can aid in the improvement of vocational programs and services by identifying program deficiencies for which, corrective action can be taken. In addition, a well-designed evaluation system contributes to program accountability. More and more emphasis is being given to justification of the taxpayers' investment in vocational education. However, accountability requires more than a financial audit of a school's fiscal records. It requires a presentation of the program's results. This includes results of job placement efforts, performance test scores, employer surveys, and student follow-up.

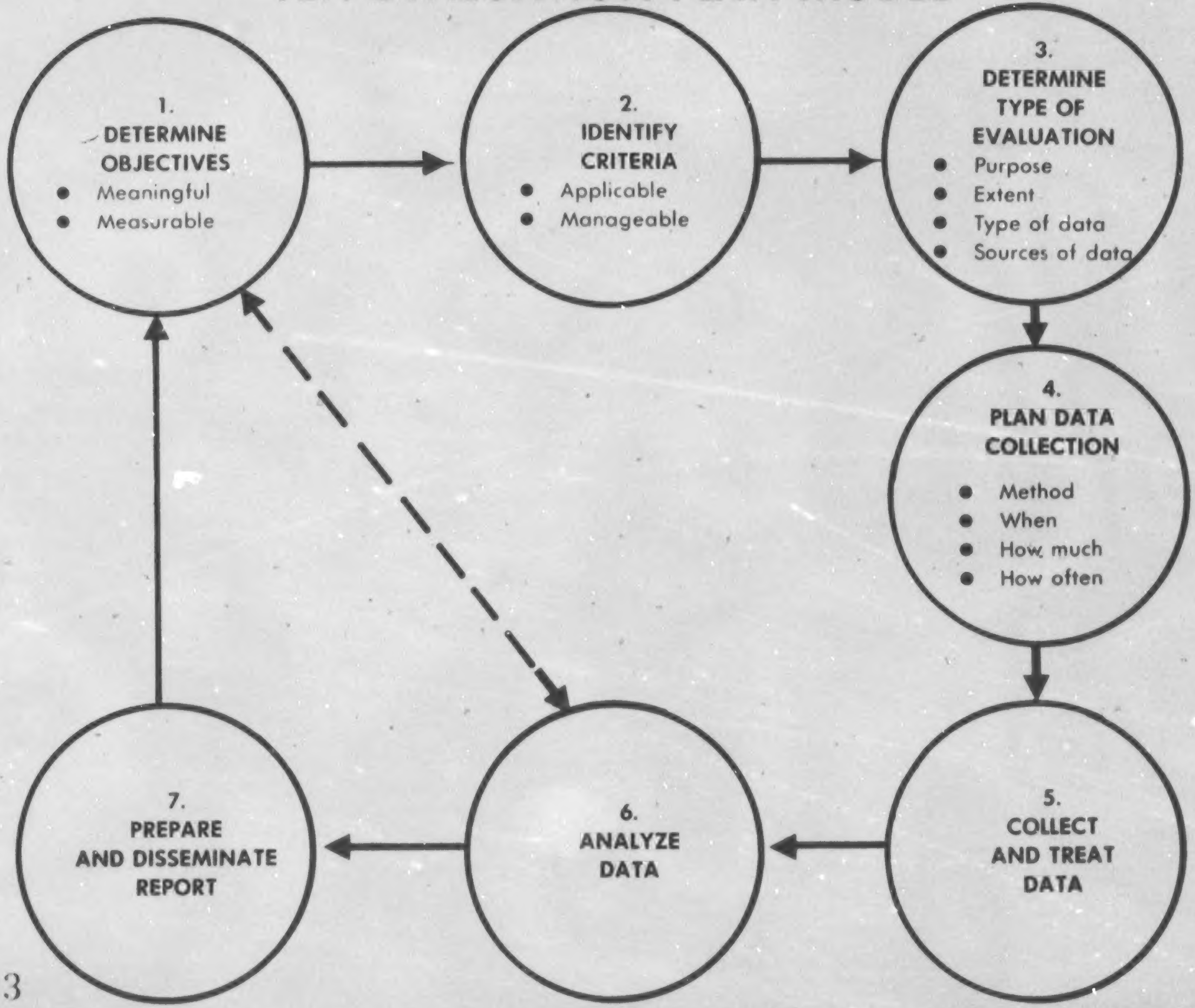
An Evaluation Model

TEA has developed an evaluation model for determining program effectiveness. This model is described in the TEA publication, Evaluation Plan Model. Figure 2, page 37, is a modified illustration of this model. The seven steps are briefly described in the following paragraphs taken from page 10 of the aforementioned publication.

> The first step is determining the objectives of the program to be evaluated. These objectives should be meaningful and measurable.
>
> The second step is identifying the criteria which will bear upon and influence the program operation. The criteria should be applicable and manageable.
>
> The third step is determining the extent and purpose of the evaluation. This decision will determine the type of evaluation, the kind of data, and the data sources.
>
> The fourth step is developing the methods of collecting the data and planning the administration of the data collection procedures. During this step, it is determined when, how much, and how often to collect data, as well as what data collection techniques to use.
>
> The fifth step is collecting and directing the data to the proper sources for treatment. Here the responsibilities for collecting and processing the data are identified.
>
> The sixth step is analyzing the data. This involves treatment of the data in order to determine the actual effectiveness of the program. This activity should reveal the degree to which each objective was accomplished and should also provide guidance for future decision.
>
> The seventh step is developing a report of the evaluation results. This report should be a meaningful format. This step also involves dissemination of the results to those who have a vested interest in the program and to those who will be making decisions about the program.

312

Figure 2.
TEA EVALUATION PLAN-MODEL


1.
DETERMINE OBJECTIVES
● Meaningful
● Measurable
2.
IDENTIFY CRITERIA
● Applicable
● Manageable
3.
DETERMINE TYPE OF EVALUATION
● Purpose
● Extent
● Type of data
● Sources of data
4.
PLAN DATA COLLECTION
● Method
● When
● How much
● How often
5.
COLLECT AND TREAT DATA
6.
ANALYZE DATA
7.
PREPARE AND DISSEMINATE REPORT

Evaluation Tools Used in Vocational Education

The Student Follow-up

At present, local school districts are required to make a one-year and a five-year follow-up of former vocational students. This follow-up is very important to the continued funding of vocational education. The administrator should support and encourage this activity because it helps to determine whether the primary program objective is being met; that is, whether the program is leading to useful employment in occupations related to training. The follow-up survey can provide important feedback regarding the adequacy and appropriateness of the training received, in that it can point out the strengths and weaknessess of the instructional program. It can also be used to determine students' attitudes toward vocational education. In addition, it can provide the number of students who are employed, unemployed, or continuing their education.

The district should report separately on "program completers" and "program leavers." Program completers are those who finish a planned sequence of courses, services, or activities designed to meet an occupational objective and designed to teach entry-level job skills. Program leavers are those who have been enrolled in, and have attended, a program of vocational education and who have left the program without completing it. No student can be counted as a program leaver with respect to one program if he or she is still enrolled in another program. (The preceding definitions were adapted from the Texas State Plan).

Teachers should prepare students for the follow-up study prior to their leaving the vocational program. They should be told the purpose of the follow-up, and the instructor should emphasize the overall usefulness of the information. Students should be shown a copy of the follow-up instrument and told that they will be expected to respond at different times in the future.

Many schools use an Entry/Exit Form in order to have information that is necessary for conducting future follow-up studies. (See Example 1, page 40) This form is generally kept on file by the vocational instructor.

The follow-up instrument should be as brief as possible, yet capable of obtaining all the information necessary. It should be easy to read and very simple to understand. A brief cover letter or explanation should accompany it. It will also be necessary to include a self-addressed, stamped envelope to encourage return of the instrument. It may be necessary to follow-up nonrespondents with a second or third instrument in order to get a sufficient return. A sample cover letter is included in Example 2, page 41, and samples of student follow-up instruments are shown in Example 3, page 42, and Example 4, page 43.

The Employer Survey

The employer survey can provide valuable information to administrators making decisions concerning vocational programs. It is generally conducted one year after students graduate or leave the vocational program. It helps to assess the performance of former students and the skills that they developed while training in the vocational program. It aids in determining whether the vocational programs contained the appropriate content. In addition, it can help in estimating manpower supply and demand in certain occupations.

In developing the instrument, the directions should be easily understood. Items should be organized in a consistent and meaningful format, and they should be limited to only those considered essential. A cover letter should accompany the instrument if it is being mailed to employers. Example 5, page 44, is a sample of a cover letter. Samples of the employer survey are shown in Example 6 and Example 7, pages 45 and 46.

Example 1.

STUDENT ENTRY/EXIT FORM

UPON ENTERING CLASS

Teacher:

Student:

Student No.:

Address:

City:

Zip Code:

Race: (mark one)
- Negro_____
- Indian_____
- Oriental_____
- Spanish_____
- Other

Male_____
Female_____

Telephone No.:

Date of Birth: mo/day/yr

Social Security No.:

Campus:

Name of Close Relative:

Address:

City and State:

Zip Code:

Type of Program:

Cooperative training class: ________

Preemployment lab class: ________

Other (Specify) ________

UPON LEAVING CLASS

School Year:

Current Employer:

Job Title:

Employer's Address:

Phone:

City and State:

Zip Code:

Withdrawal Date:

Hours of Instruction:

Employed in occupation for which trained? yes__no__
If yes: Full-time__or Part-time__
Related: Full-time__or Part-time

At exit, is student employable in occupation for which trained:
Yes__________ No __________

Is student continuing school full time? Yes _____ No _____
If yes, is student enrolled in Academic _____Voc. Prep._____ Both_____

Is student going on active duty in Armed Forces?
Yes_____ No_____

Is student graduating?
Yes_____ No_____

Other reasons student is leaving:

Example 2.

COVER LETTER FOR A
STUDENT FOLLOW-UP STUDY

(INSTITUTIONAL LETTERHEAD)

Dear_____

As a graduate of the class of 19__, you are one of the most valuable sources we have for suggestions that will help us improve the quality of our vocational education program. Would you please take a few minutes to give us your opinion concerning your vocational training?

Please fill out the enclosed form and return it in the stamped envelope by March 20. All information that you provide will be kept confidential.

We wish you much success. Thank you for your cooperation in this important effort.

Sincerely,

(Signature and title of,
administrator, teacher,
or counselor)

Example 3.

SAMPLE STUDENT FOLLOW-UP QUESTIONNAIRE

School: (To be filled in by school.)	Course: (To be filled in by school.)
Former Student's Name and Add.: (To be filled in by school.)	Date: Social Security No.:

Your present name and address (If different than our records show at left.):

Name:

City: State: Zip:

Telephone No.:

Your present employer: Date Hired:

Firm Name:

Address:

City: State: Zip:

1. Are you presently employed for wages: Full-time _____ Part-time ____ Unemployed ____
2. Are you employed in the occupation for which you were trained? Yes ____ No ____
3. Are you employed in an occupation that is closely related to your training? Yes ____ No ____
4. Did you seek employment in the occupation for which you were trained? Yes ____ No ____
5. Do you believe you were employed because of your training? Yes ____ No ____
6. Do you feel your training was important to your job success? Yes ____ No ____
7. What is your present average monthly gross salary? Below $300 ____ $300-399 ____ $400-499 ____ $500-599 ____ Above $600 ____
8. Do you plan to take additional vocational training? Yes ____ No ____
9. What is your present job title? ________________
10. If other vocational courses had been available, which would you have taken? ________________

On the basis of your work experience, what additional skill-training should be added to the course in which you were enrolled?

____

11. Are you a full-time student? Yes ____ No ____
12. Are you presently in the military service? Yes ____ No ____

Example 4.

SAMPLE OF A ONE-YEAR STUDENT FOLLOW-UP

County-district-campus #____________________

VEI Code and Title____________________

Social Security Number____________

A. Did you graduate from high school? Yes No

If you did not graduate, please check ONE OF THE ITEMS below that best describes why:

Had to get a full-time job

Found job related to my vocational training

Found job not related to my vocational training

Responsibility of caring for children

Vocational classes I needed were not available

Personal/family problems

B. Check ONE of the below that best describes your present status:

Employed full time

Employed full time and continuing education part time (9 semester hours or less)

Employed part time (20 hours or less) and not continuing education

Continuing education full time (12 semester hours or more) and employed part time (20 hours or less)

Enrolled in college or other school full time and not working

Unemployed; looking for a job

Unemployed; not looking for a job

Military

If you took a job after leaving high school either part time or full time, complete the following questions:

C. If working, PLEASE fill in below:

____
Your Job Title

____
Name of Your Supervisor

____
Name of Your Company

____
Company Street Address or Box No.

____
City State Zip Code

Address Correction

Name____________________

SSN____________________

Address____________________

City____________________

State________________Zip________

D. How long have you been working?

3 months 6 months 1 year or more

E. How often are you paid?

weekly twice per month once a month

About how much money do you make on your job in the time period above? PLEASE CHECK ONLY ONE:

At least $50 but less than $100

At least $100 but less than $150

At least $150 but less than $200

More than $200

F. Are you presently enrolled in school (college)?

Yes

No

*If YES, please check below

Was your high school vocational training related to your school (college) major or goals?

Yes

No

G. Is your job related to your vocational training?

Yes

No

If NO, PLEASE CHECK ONE REASON below that best describes why:

Not well trained for the job

Found a better paying job

Could not find a job

Worked awhile in job trained for, but changed

Did not like job trained for in high school

SOURCE: Project VPEIS, Texas Education Agency, 1978.

Example 5.

COVER LETTER FOR AN EMPLOYER SURVEY

(INSTITUTIONAL LETTERHEAD)

Dear_____:

We are in the process of evaluating the effectiveness of the occupational training we provide our high school students. One of the objectives of our occupational training program is to equip students with entry-level job skills. As the employer or supervisor of one of our former students, you can help us determine if we are meeting this objective.

The enclosed form is designed to provide us with vital information concerning the effectiveness of our program by identifying its strengths and weaknesses. Please take a few minutes to fill it out and return it in the stamped envelope by November 10. All information provided will be kept strictly confidential.

Your help in evaluating our program will enable us to improve occupational training for future students. Thank you for cooperating in this important effort.

Sincerely,

(Signature and title of
a local school administrator)

SAMPLE OF AN EMPLOYER SURVEY INSTRUMENT

County-district-campus #____

VEI Code and Title____

A. Former Vocational Student's Name______________________________

Social Security Number____________________

Address Correction

Name____________________
Address____________________
City____________________
State__________Zip__________

B. What is your relationship to the above vocational student?

Personnel Staff Co-worker Employer Supervisor

C. Was the student prepared for entry level (first job following school) employment with your firm?

Yes No

D. Please rate the school training received by the above named former vocational student in relation to the job he/she is performing.

	Has all of skills needed	Has most of skills needed	Has many of skills needed	Has few of skills needed	Has none of skills needed
computation skills of the job	5	4	3	2	1
technical skills of the job (why and how to perform the job)	5	4	3	2	1
communication skills of the job					
reading	5	4	3	2	1
writing	5	4	3	2	1
verbal	5	4	3	2	1
work quality	5	4	3	2	1
operation of the tools and equipment used on the job	5	4	3	2	1
	Uses all safety procedures	Uses most safety procedures	Uses many safety procedures	Uses few safety procedures	Uses no safety procedures
safety procedures	5	4	3	2	1
	Very High Productivity	High Productivity	Good Productivity	Low Productivity	Very low Productivity
work quantity	5	4	3	2	1

E. To what extent is the above named former vocational student prepared to perform the job in relation to other employees without vocational training?

No basis for opinion Above the same

Vocational student is better prepared Vocational student is less prepared

F. Please rate the entry level job opportunities in the area in which the former vocational student is employed.

	Many more jobs than workers available	More jobs than workers	Equal numbers	More workers than jobs	Many more workers than jobs available
Present opportunities	5	4	3	2	1
Future opportinities	5	4	3	2	1

SOURCE: Project VPEIS, Texas Education Agency, 1978.

Example 7.

SAMPLE OF AN EMPLOYER SURVEY INSTRUMENT

To the Employer or Supervisor of:

(To Be Filled In By School) ____________________
Employee's Name

1. In what capacity are you related to the employee named above? (Check the box.)

1 ☐ Employer 2 ☐ Supervisor 3 ☐ Other ____________________ (Write in)

2. What is the title of the job for which this employee is hired? ____________________ (Job title)

3. In the following aspects of employment, how well prepared was the employee previously named for the job for which hired? (Circle the number below the answer.)

	Not at all	Poorly	Somewhat	Well	Does not apply
1. Job-know-how, application of technical knowledge and skill	1	2	3	4	5
2. Use of tools and equipment	1	2	3	4	5
3. Selection and care of space, materials, and supplies	1	2	3	4	5
4. Quality of work, ability to meet quality demands	1	2	3	4	5
5. Quantity of work, output of satisfactory amount	1	2	3	4	5
6. Cooperativeness, ability to work with others	1	2	3	4	5
7. Accepting advice and supervision	1	2	3	4	5
8. Dependability, thorough completion of a job without supervision	1	2	3	4	5
9. Initiative, doing jobs that need doing	1	2	3	4	5
10. Attendance, reporting for work regularly	1	2	3	4	5
11. Appearance, presenting a business image	1	2	3	4	5
12. Adaptable to new situations	1	2	3	4	5
13. Being able to talk to the boss about job related problems	1	2	3	4	5
14. Serving the public, patient, etc.	1	2	3	4	5
15. Safety habits, minimizing chance for accidents	1	2	3	4	5

4. How would you rate the suitability of the employee previously named for the kind of job held? (Check the box that applies.)

1 ☐ Exceptionally able
2 ☐ Well
3 ☐ Acceptable
4 ☐ Poorly
5 ☐ Not at all

5. Below is a list of personal qualities and job skills. Check the box before the three you consider most important for a person entering the job held by the previously named employee.

1 ☐ Ability to get along with others-other workers, customers, patients
2 ☐ Initiative
3 ☐ Positive attitude toward work
4 ☐ Appearance and grooming
5 ☐ Judgment - ability to make decisions ability to plan and organize
6 ☐ Competency in using job tools, machines and materials
7 ☐ Dependability
8 ☐ Accuracy, quality, and thoroughness
9 ☐ Attendance and punctuality
10 ☐ Work quantity
11 ☐ Other ____________________ (Write in)

Use the back of this sheet for other suggestions concerning high school occupational training.

SOURCE: Wentling and Lawson, 1975

Summary

The results of the student follow-up and the employer survey may be used to improve programs, revise objectives, delete or add courses, revise sequencing, and justify expenditures. To be utilized properly, the results must be disseminated to all vocational instructors, members of the advisory council, and members of the board of education. In addition, the community at large should have access to the results.

References

1. Dewey, John. Democracy and Education. New York: The MacMillan Company, 1944. pp. 306-320.
2. Fortney, Howard M. Performance Based Instruction Curriculum Development in Vocational Education. Montgomery, Alabama: State Department of Education, Division of Vocational Education and Community Colleges, 1975.
3. Knezevich, Stephen J. Administration of Public Education, third edition. New York: Harper and Row Publishers, 1975. Chapter 21.
4. Prosser, Charles A. and Quigley, Thomas H. Vocational Education in a Democracy. Chicago: American Technical Society, 1949. pp. 215-235.
5. Swanson, J. Chester. "Criteria for Effective Vocational Education," in Contemporary Concepts in Vocational Education, ed. Gordon F. Law. Washington, D.C.: American Vocational Association, 1971.
6. Texas Education Agency. Guide for Planning Vocational Programs in Local Education Agencies. Austin, Texas: Texas Education Agency.
7. Texas Education Agency. Guidelines for School Personnel: Certification, Allocations, and Records--Bulletin 753. Austin, Texas: Texas Education Agency.
8. Texas Education Agency. Job Placement Model. Austin, Texas: Texas Education Agency.
9. Texas Education Agency. Job Placement Services: An Open Door to Opportunities. Austin, Texas: Texas Education Agency.
10. Texas Education Agency. Program Standards for Public Schools. Austin, Texas: Texas Education Agency.
11. Texas Education Agency. Project VPEIS. Austin, Texas: Texas Education Agency, 1978.
12. Texas Education Agency. Texas State Plan for Vocational Education. Austin, Texas: Texas Education Agency.
13. Tyler, Ralph W. Basic Principles of Curriculum and Instruction. Chicago: University of Chicago Press, 1949.
14. U.S. Congress. Education Amendments of 1976. Public Law 94-482, 94th Congress, Title II.
15. Wentling, Tim L. and Lawson, Tom E. Evaluating Occupational Education and Training Programs. Boston: Allyn and Bacon, Inc., 1975. Chapters 4 and 5.

PART III

LEARNER ACTIVITIES

Activity #1

Situation: Every student of public school administration should have a personal philosophy of education. This philosophy is developed through experience, study, and much thought. At some point in time, the aspiring or practicing administrator will probably be asked to state his or her philosophy of education. It is to his or her advantage to be prepared to do this.

Objective: Write your personal philosophy of education.

Activity #1--Sample Answer

Situation: Every student of public school administration should have a personal philosophy of education. This philosophy is developed through experience, study, and much thought. At some point in time, the aspiring or practicing administrator will probably be asked to state his or her philosophy of education. It is to his or her advantage to be prepared to do this.

Objective: Write your personal philosophy of education.

Response: *Because philosophies will vary, no response has been provided.*

359

Activity #2

Situation: Mr. Jones, superintendent of Lockwood Independent School District, decided that the district needed to have a written philosophy of education. Over a period of several weeks, Mr. Jones worked diligently on developing this philosophy for the district. He read philosophies from other districts, and he read several books and articles dealing with educational philosophy. After completing the philosophy, he submitted it to the school board for adoption.

Objective: Evaluate the approach used by the administrator in the preceding situation in terms of:
(1) the strengths and weaknesses of the approach used, and
(2) ways in which the situation could have been handled more effectively.

Activity #2--Sample Answer

Situation: Mr. Jones, superintendent of Lockwood Independent School District, decided that the district needed to have a written philosophy of education. Over a period of several weeks, Mr. Jones worked diligently on developing this philosophy for the district. He read philosophies from other districts, and he read several books and articles dealing with educational philosophy. After completing the philosophy, he submitted it to the school board for adoption.

Objective: Evaluate the approach used by the administrator in the preceding situation in terms of:

(1) the strengths and weaknesses of the approach used, and
(2) ways in which the situation could have been handled more effectively.

Response: *The superintendent was wise in deciding that the district should have a written philosophy of education; however, this philosophy of education should not be developed by one person in the district. It should result from the efforts of many people.*

One strategy for developing the philosophy might be to have a committee made up of representatives of the faculty, the students, and the community. The faculty could begin work on the philosophy in monthly departmental meetings. Representatives of the departments could then work as a committee. Then school representatives could be selected for the district committee to formulate the philosophy. Community representatives can be selected from members of various advisory groups and/or from the community at large. Student representatives might be selected from the high school student council(s). The district-wide committee should be limited to 15 members. It would probably need to meet once a month for several months. Once the district's philosophy of education has been developed, it should be submitted to the local board of education for approval.

The process described above demands much planning and coordination on the part of the district's administration. It will be necessary to "educate" the various committees as to their functions.

Activity #3

Situation: The XYZ School District has a new building trades program and it needs a T and I teacher for it.

Objective: Describe a strategy for recruiting a person to fill the position of building trades instructor. Include a discussion of the incentives you would offer, the persons you would involve in the recruitment process, and where you would seek such a person.

Activity #3--Sample Answer

Situation: The XYZ School District has a new building trades program and it needs a T and I teacher for it.

Objective: Describe a strategy for recruiting a person to fill the position of building trades instructor. Include a discussion of the incentives you would offer, the persons you would involve in the recruitment process, and where you would seek such a person.

Reference: *The administrator should seek qualified persons from the construction industry. Most desirable are those who have recent work experience in construction. An ad in a local newspaper might bring results; but if it does not, the administration can call upon local advisory committee members to assist in the recruitment process. Some of the incentives to offer applicants might include: (a) a competitive salary supplemented from local funds, (b) adequate facilities and equipment, (c) regular working hours, and (d) generous vacation time.*

Activity #4

Situation: As superintendent of Milford Independent School District, you have been criticized for spending too much time on "buildings, bonds, and budgets." Critics are suggesting that you would do well to spend more time on curriculum and that the "three B's" have nothing to do with curriculum.

Objective: Explain the leadership role of the administrator in curricular affairs, specifically the relationship of "buildings, bonds, and budgets" to the teaching-learning process.

Activity #4--Sample Answer

Situation: As superintendent of Milford Independent School District, you have been criticized for spending too much time on "buildings, bonds, and budgets." Critics are suggesting that you would do well to spend more time on curriculum and that the "three B's" have nothing to do with curriculum.

Objective: Explain the leadership role of the administrator in curricular affairs, specifically the relationship of "buildings, bonds, and budgets" to the teaching-learning process.

Response: The administrator who spends time on the "three B's" is, in effect, providing instructional leadership which can result in improved curricular offerings. By devoting time to obtaining additional funds and to managing those that are available, the administrator is able to provide needed facilities, equipment, and personnel for the district. Because of the additional funds, the district may be able to attract more highly qualified teachers. In addition, improved programs often result from well-planned and well-designed facilities.

Activity #5

Situation: An administrator overhears one of the vocational counselors advising a girl to take VOE instead of construction trades because it is "more practical." He hears the counselor tell her that, "It will be difficult to get a job in construction because no one will hire a girl." In addition he tells her she will always be able to find a job as a secretary.

Objective: Describe how an administrator should handle the situation described above.

Activity #5--Sample Answer

Situation: An administrator overhears one of the vocational counselors advising a girl to take VOE instead of construction trades because it is "more practical." He hears the counselor tell her that, "It will be difficult to get a job in construction because no one will hire a girl." In addition, he tells her she will always be able to find a job as a secretary.

Objective: Describe how an administrator should handle the situation described above.

Response: *The administrator is responsible for seeing that all students have equal access to vocational programs, provided they want it, need it, and can benefit from it. The administrator should determine if the attitude held by the vocational counselor pervades the entire counseling staff or if it is his alone. If it is only this particular counselor who feels that girls should be counseled out of traditionally male-dominated vocational programs, then the administrator should probably schedule a conference with him to discuss the situation, including recent legislation addressing equal access. If it is a pervasive attitude held by all the counselors, an inservice workshop dealing with sex-role sterotyping should be planned for them.*

PART IV

SELF-ASSESSMENT ANSWER KEY

Self-Assessment

Directions:

1. Describe five ways in which administrators provide instructional leadership for vocational curriculum development.

2. Describe the qualities which vocational teachers should possess.

3. Describe the resources available to guidance personnel for selecting students for vocational programs.

389

4. Identify four services which can be provided by vocational guidance personnel to in-school and out-of-school youth and adults.

5. Describe four ways in which administrators can improve the quality and quantity of vocational guidance services.

6. From the administrator's viewpoint, describe the benefits of evaluating the vocational program.

Answer Key

Directions:

1. Describe five ways in which administrators provide instructional leadership for vocational curriculum development.

   Administrators give instructional leadership to vocational curriculum development in the following ways:

   - *By freeing vocational teachers from time-consuming, frustrating tasks.*
   - *By helping vocational teachers utilize new developments, research findings, or promising practices.*
   - *By providing needed resources to vocational staff members.*
   - *By encouraging the identification and statement of vocational program goals and objectives.*
   - *By planning and designing functional vocational facilities.*
   - *By seeking and obtaining additional funds.*
   - *By assuring sufficient numbers and types of vocational programs.*
   - *By assuring equal access to vocational programs for all who can benefit.*
   - *By coordinating vocational and academic programs.*
   - *By seeking highly qualified, competent teachers.*

2. Describe the qualities which vocational teachers should possess.

   Vocational teachers should have occupational skills and knowledge. This necessitates having recent work experience in the occupational area to be taught. Like other theachers, vocational teachers should have adequate pedagogical skills; and they should be skilled at classroom management.

3. Describe the resources available to guidance personnel for selecting students for vocational programs.

   Aptitude and achievement test scores enable the counselor to select students for vocational programs who have the ability to do the required work and therefore are likely to benefit from the training. Interest inventories assist the counselor in selecting students who are likely to want to do the type of work involved in vocational programs. Cumulative records allow the counselor to determine a student's past behavior and performance which might be indicative of future behavior and performance. Finally, the counselor can use the personal interview to confirm other records and scores and to determine the student's reasons for entering the vocational program.

4. Identify four services which can be provided by vocational guidance personnel to in-school and out-of-school youth and adults.

Vocational guidance personnel can provide the following services to in-school and out-of-school youth:

- *Conducting student follow-up surveys.*
- *Conducting employer surveys.*
- *Placing individuals in jobs.*
- *Placing individuals in appropriate vocational programs.*
- *Providing information necessary for individuals to make meaningful and informed occupational choices.*
- *Identifying individuals who need and can benefit from vocational education.*

5. Describe four ways in which administrators can improve the quality and quantity of vocational guidance services.

Administrators can improve the quality and quantity of vocational guidance services in the following ways:

- *By employing guidance personnel who have work experience outside education.*
- *By providing professional development opportunities for guidance personnel.*
- *By employing paraprofessionals to assist guidance personnel.*
- *By providing adequate, up-to-date facilities, equipment, and materials for the vocational guidance program.*
- *By computerizing the guidance system.*
- *By lowering the counselor-pupil ratio to insure that all who need services can receive them.*
- *By insuring that job placement and follow-up services are integral parts of the program.*

6. From the administrator's viewpoint, describe the benefits of evaluating the vocational program.

Evaluation should be a vital part of any program. It provides valuable data for planning, and it helps to justify decisions. It helps to identify program strengths and weaknesses as well as contributing to program accountability. As a result it assists the administrator in identifying and facilitating needed changes.

IVA IMPROVING VOCATIONAL ADMINISTRATION

UNIT SIX

PLANNING VOCATIONAL EDUCATION PROGRAMS

Table of Contents

Introduction

PART I.

Description 1

Goal 1

Objectives 1

Suggested Instructional Activities 3

Definition of Terms 5

PART II.

Resource Readings 13

Educational Planning
Developing A Local Vocational Education Plan
Vocational Education Planning: Techniques and Resources

References 51

Appendix A 53

Annual Application for Funds: Forms

Appendix B 93

Excerpts from: Guide for Planning Vocational Programs

PART III.

Self-Assessment 135

Answer Key 141

INTRODUCTION

Educational systems of the 1970's have become big business. They employ or instruct, on a full-time basis, 63 million Americans each year. They spend on the order of $120 billion nationwide. They include more than 100,000 elementary and secondary schools, 3,000 colleges and universities, and 8,000 noncollegiate and technical schools. And, they can not be effectively managed without careful prior planning.

As a subsystem of the larger educational system, vocational education in particular requires thorough planning if it is to develop programs that meet the changing needs of individuals and communities. The planning and development of relevant vocational education programs, however, will not occur by chance. Leadership must be provided by the local administrator if vocational program offerings are to meet community and individual needs.

This unit outlines a systems approach to the planning of vocational education programs. It presents a suggested planning model based on this approach and identifies some strategies that may be used by local administrators in the development of the TEA Annual Application for Funds to Conduct Programs of Vocational-Technical Education, and other types of educational planning. This unit is not intended to be a "how to" unit, but rather one that provides ideas for consideration, sample strategies, and data sources that local administrators may apply in planning vocational-technical education programs.

PART I

DESCRIPTION
GOAL
OBJECTIVES
SUGGESTED INSTRUCTIONAL
ACTIVITIES
DEFINITIONS

PLANNING VOCATIONAL EDUCATION PROGRAMS

Description

This unit focuses on the planning process involved in developing a comprehensive vocational education program in a local school district. A systems planning model is identified and various data sources and strategies are provided to assist local administrators in the planning process.

Goal

The learner will develop an understanding of the systems approach to program planning, and the phases involved in the planning process. In addition, the learner will develop an awareness of persons to involve, strategies to employ, and sources of information to use in developing a comprehensive vocational education plan.

Objectives

Specifically, the learner will:

6.1 Demonstrate a knowledge of the systems approach to program planning and how it differs from the more "classical" planning approach.

  6.11 Identify three categories into which all systems may be grouped.

  6.12 Define the relationship between system purposes, process, and content.

  6.13 Describe the relationship between suprasystems, systems, and subsystems.

- 6.2 Describe the development of a comprehensive plan for vocational education.
  - 6.21 List key questions which directly affect the planning process.
  - 6.22 Identify the persons who should be involved in the planning process.
- 6.3 Analyze the phases of a vocational education program planning model.
  - 6.31 Develop vocational program goals and objectives.
  - 6.32 Identify the steps in conducting a needs assessment.
    - 6.321 Explain the rationale for assessing student needs and interests.
    - 6.322 Develop a rationale for assessing demand data.
    - 6.323 Develop a rationale for assessing supply data.
    - 6.324 Identify sources for collecting student interest and needs data, demand data, and supply data.
    - 6.325 Identify alternatives for establishing a labor market assessment area.
    - 6.326 Discuss the purpose for Occupational Information Coordinating Committees (OICC) at the state and national levels.
- 6.4 Identify the criteria against which program alternatives should be evaluated.
- 6.5 Demonstrate a knowledge of the type of data required to complete the Texas Annual Application for Funds to Conduct Programs of Vocational-Technical Education.

Suggested Instructional Activities

1. Introduce the learner to systems by asking them to identify various systems with which they are familiar. As they identify these systems, write them on the blackboard in three untitled groups: natural, man-made, and hybrid. After several systems have been identified within each group, have the class determine each group's commonality, thereby identifying the three system types. Continue the discussion of systems, utilizing the appropriate transparencies.

2. Divide the class into four groups. Have each group investigate, collect materials, and report to the class on one of the following:

   a. Local school district goals and objectives. (Actual school district goals and objectives should be collected for (1) the total school system; (2) the overall vocational program; and (3) at least one vocational program area. Analyze the hierarchal configuration of these various goals and objectives.

   b. Student surveys, parent/community surveys, and employer survey. Actual survey instruments should be collected and procedures for collecting data identified.

   c. Student needs assessment. (Typical needs of various special populations should be identified to include: handicapped persons, disadvantaged persons, bilingual persons, persons with special guidance and counseling needs, and persons who need help in overcoming sex bias.)

   d. Manpower supply and demand. (Library resources should be identified and categorized. Federal, state, and local agencies, both governmental and private, should be identified by name and type of information available.)

3. Invite a local vocational director or area consultant to address the class concerning:

   a. Needs assessment,

   b. Program development, and

   c. Strategies for completing the Annual Application.

4. Invite a member of the guidance and counseling faculty to discuss the resources and information available to administrators from most local secondary school guidance departments.

5. Acquire the following from the Texas Education Agency and make them available to students:

   - Texas State Plan for Vocational Education
   - Guide for Planning Vocational Programs for Local Education Agencies
   - Annual Application for Funds to Conduct Programs of Vocational-Technical Education

Definition of Terms

*Disadvantaged Persons are individuals who have academic or economic disadvantages which prevent them from succeeding in vocational education or consumer and homemaking programs designed for persons without such disadvantages, and who for that reason require specially designed programs or related services. An individual is considered to be educationally disadvantaged if the person (1) lacks reading and writing skills, (2) lacks mathematical skills, or (3) has limited English-speaking ability which prevents the individual from succeeding in regular programs of occupational instruction.

*Handicapped Persons are individuals who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, or other health impaired persons, including persons who suffer from learning disabilities to the extent the disability is a health impairment, and who, be reason thereof require special education and related services. These persons cannot succeed in the regular vocational education program without special educational assistance, and they require a modified vocational education program.

Manpower demand refers to all employment opportunities, actual and forecasted, for which trained persons are required.

Manpower supply refers to all trained persons whether employed, unemployed, or potentially employable (currently in a training program), who are available to fill work positions created by manpower demand.

*Program Completers means persons who have finished a planned sequence of vocational courses, services, and activities designed to meet an occupational objective and provide entry-level job skills.

*Program Leavers means (a) persons who leave a program voluntarily before its formal completion because they have acquired sufficient entry-level job skills to work in the field, and who have been employed in a job related to their field of training and (b) all other leavers.

*Regular Programs of Occupational Instruction usually have established rates of progress expected of all students. A regular program usually has entrance requirements, such as reading ability and computational knowledge and skills required to benefit from instruction, and physical abilities which will permit the student to use standard facilities and equipment.

Student interests refers to the various schooling and specific occupational or career areas which students perceive are important for their career development.

Student needs refers to the needs of the physically and emotionally handicapped and the disadvantaged, including those students who are bilingual, who have special guidance or counseling needs, and who need help overcoming sex bias.

System refers to the assemblage of related components working together through a process to achieve a predetermined purpose.

Suprasystem identifies the larger context or environment in which individual systems function.

Subsystem identifies a part of a system which is designed to carry out a single purpose, the accomplishment of which is essential to the achievement of the overall purpose of the system.

*Vocational Education includes organized educational programs which are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation (upgrading and retraining) for a career requiring other than a baccalaureate or advanced degree. Occupational courses may be designed for (1) persons in high school, (2) persons who have completed or left high school and who are available for study in preparation for entering the labor market, (3) persons who have already entered the labor market and who need training or retraining to achieve stability or advancement in employment, (4) disadvantaged persons, (5) handicapped persons, and (6) persons of limited English-speaking ability.

*Vocational Program Area is the administrative unit at the state level under which vocational programs are conducted (i.e. Vocational Industrial Education).

*Vocational Administrator Unit is described as one whose responsibilities extend to all facets of a district's vocational program under the jurisdiction of the district superintendent. These responsibilities include, but are not limited to, the instructional program, guidance and counseling, school and community relations, liaison between the district and the Texas Education Agency, recruitment and training of staff, planning and evaluation activities, curriculum design, and such other duties as the district superintendent may assign for the conduct of vocational education.

*Vocational Supervisor Unit is described as one who works under the direction of the vocational administrator and functions in a leadership capacity within a prescribed area of responsibility. Typically, a supervisor's leadership function is focused on a specific element of a school district's total vocational effort.

*Vocational Counselor Unit is the equivalent of one full-time vocational counselor receiving an annual salary paid under the Foundation School Program, local funds, or through contracts or special allocation by the

Texas Education Agency. Vocational counselor units are allocated to perform one or more of the following functions according to assignment: assist persons in making informed and meaningful occupational-career choices, identify individuals who are suited to and who would benefit from vocational instruction, assist them in selecting a program of vocational instruction, aid in job placement, and coordinate follow-up studies.

*Vocational Teacher Unit is the equivalent of one vocational teacher receiving a full-time annual salary paid under the Minimum Foundation Program, by local funds, or through contract with the Texas Education Agency for teaching and other activities directly related to vocational education. A fractional unit is a lesser portion of a full unit and is limited to three-fourths, one-half, or, for expansion purposes, one-fourth unit. One-half unit is the smallest operational level.

Organization for Instruction refers to the manner in which a particular vocational program is conducted to accomplish the program goals and objectives. (Example: pre-employment lab, cooperative education, combination).

*Pre-Employment Laboratory is an organization of instruction designed to provide technical instruction, practical experience, and simulated work experience in the classroom and/or specially equipped laboratory. The indepth skill building program is designed to result in entry-level skill performance.

*Cooperative Education is an organization of instruction designed to provide technical instruction, on-the-job training, and work experience. It involves a cooperative business relationship between employers of the community and the local education agency.

384

*Combination is an organization of instruction which combines two vocational instructional techniques (i.e., pre-employment laboratory and cooperative education, production agriculture and cooperative education, production agriculutre and pre-employment laboratory, homemaking education and home economics cooperative education, homemaking education and home economics pre-employment laboratory education, and home economics cooperative education and home economics pre-employment laboratory education).

*Redirected is the term used to describe a unit that has been modified, such as the redirection of Vocational Electronics to Industrial Electronics. The redirection must take place within one vocational program area and within one target population--regular, disadvantaged, or handicapped.

*Vocational Program means a planned sequence of courses, services, or activities designed to meet an occupational objective. One-half or more teacher units, based on enrollments, may be allocated to conduct an approved program.

*NOTE: Definitions are taken from the Guide for Planning Vocational Programs in Local Education Agencies, Texas Education Agency.

PART II

RESOURCE READINGS
REFERENCES

EDUCATIONAL PLANNING

The word "planning" means many different things to different people. Some react negatively to its mention while others enthusiastically pursue it. A recent characteristic description of educational planning is that it is a process of preparing information in the form of a set of alternatives to assist the decision-making process of managers and administrators. The systematic approach to planning represents a departure from the "classical" notion that requires the development of a master blueprint to be carried out step by step. Planning, in the systems sense, is deductive as opposed to inductive in approach. Rather than identifying the assets and resources to determine what can be done with them, the planner identifies goals and objectives to be accomplished and then selects alternative solutions for implementation. (Arnold and McNamera, 1971).

Systems and Education

To properly understand the systems approach to educational planning, it is important to first understand the concept of systems. The dictionary defines a system as "an assemblage of objects united by some form of regular interaction or interdependence; an organic whole; as, the solar system; or a new telegraph system." Implicit in this definition is the concept that systems may vary in kind from natural systems, such as the solar system, to man-made systems, like the telegraph system. In addition, systems may also assume hybrid form, a combination of natural and man-made systems. Examples of this latter type of system include hydroelectric plants and modern daries. (Banathy, 1968).

Inherent in all systems are the aspects of purpose, process, and content. Systems are built of component parts, the sum of which is the *content* of the system. These components are organized for the accomplishment of predetermined *purposes*. The operation and functioning of the components to accomplish these purposes are the *process* of the system. The sequencing of purposes, process, and content, then, implies priorities which the administrator establishes for the system.

Generally, there is a hierarchical relationship between and within most systems. Also, within a system there may be *subsystems*, or parts of the total system. These subsystems are designed to carry out a single purpose, the accomplishment of which is necessary to achieving the overall system objectives. Outside of the system is the larger context, or environment, in which the system functions. This is known as the *suprasystem*. For education the suprasystem is society, while vocational education is representative of a subsystem of the overall education program.

Education is, of course, not alone in society. Other systems such as business, industry, religion, and government make up peer systems to education. It is into this environment (suprasystem) that the output of each system is sent. If the system is to survive, the output must be accepted by the suprasystem. When the output is rejected, the system collapses for it has failed to produce the quality product for which it was created.

A system of checks and balances is always at work within the systems concept. Although the suprasystem is dominant with respect to the systems that compose it, the output of each system has the potential to change the suprasystem. Educational output influences societal attitudes concerning the value of education; business and industry output advances technology, thereby influencing the way society lives, works and plays; and religious output influences the social values of society.

In the final analysis, the system's output serves as a continuous evaluation agent for both the system and the suprasystem. If the system's output is accepted by the suprasystem, then the system has accomplished its mission. On the other hand, if the system's output is not satisfied with the suprasystem, it becomes a change agent for altering the environment. This final evaluation, of and by the system's output, completes the systems cycle.

DEVELOPING A LOCAL VOCATIONAL EDUCATION PLAN

The development of a comprehensive plan for vocational education requires extensive data collection, analysis, and evaluation as a basis for making sound planning decisions. Each year local administrators must update this data by identifying and answering key questions that directly affect the planning process. Among the recurring questions that must be answered are the following:

1. Have students' needs and interests changed with respect to vocational education?
2. Are there community manpower needs which are not being met?
3. Do existing programs need to be modified or eliminated?
4. Are there new programs which need to be developed and offered?
5. Who are the vocational program clientele? Are there special population needs that are not being addressed?
6. What resources are needed to deliver the support services required by vocational programs?
7. How can the vocational program and support services be financed?

One of the keys to answering these questions and to acquiring the data necessary for sound planning and decision-making is to involve as many responsible and concerned persons in the planning process as possible. The involvement, in particular, of persons responsible for implementing the developed plan, will increase the probability of the plan's success.

The organization of a planning task force that (1) involves concerned persons, and (2) meets the requirements of P.L. 94-482, requires a minimum of two committees: a staff planning committee, and the local advisory committee. Together these two committees can provide the local administrator with instructional, institutional, community, and other

390

insights necessary for the development of a comprehensive local plan for vocational education.

The composition of the planning committee should be predominately educators. The membership should include the following: the assistant superintendent for instruction, department chairpersons, vocational teachers representing all occupational areas, vocational guidance counselors, program supervisors, and other educators, both general and vocational, as appropriate. The functions of this committee are to gather, review, and synthesize data on manpower and student needs, to seek and provide consultative services as needed, and to coordinate the various aspects of plan development.

As stated in Section 106 of P.L. 94-482, the annual application must be developed in consultation with the local advisory council. This council should advise the staff planning committee and local administrator on matters concerning the local employment situation, student needs and interests, program and support service priorities, and the vocational education needs of the community. The involvement of the advisory council in the planning process is essential and can provide invaluable community support for the developed plan. This is especially true when the plan requires additional financial support such as a new tax levy or bond issue for implementation. The composition, initiation, and involvement of local advisory councils are discussed in detail in Unit 3.

The end result of the cooperative efforts of these committees and the local administrator should be a comprehensive, realistic, and defensible vocational education plan for the community. In addition, a shared interest, understanding, and commitment to vocational education should result from the planning experience.

Vocational Education Program Planning Model

The systems approach to educational planning can be described basically as a problem-solving approach. After the goals and objectives of the system have been determined, they must be translated into problem statements or questions to be answered. Once key questions have been identified, the analytical problem-solving process can begin. Key questions may include the following:

- What are the student and manpower needs of the community?
- What are the sources of manpower supply within the community?
- What resources are available within the school district to meet the manpower and student needs?
- What institutional constraints must be considered?

Each question is analyzed; alternative solutions are identified; the best alternatives are selected; and a total plan emerges. Finally, the plan must be evaluated against the original goals and objectives to determine if further planning is required. The outcome of this deductive planning process will be quality vocational programs which meet identified community and student needs and which are well-designed, easily implemented, continuously evaluated, and readily accountable.

A suggested vocational education program planning model is presented in Figure 1, page 23. The purpose of this model is to provide some direction for organizing and conducting a planning effort for vocational education within a school district. In addition, it provides an example of the application of the systems approach to vocational education planning. Utilization of this model in whole or part would be in conjunction with the Texas State Plan for Vocational Education, Guide for Planning Vocational Programs In

Local Education Agencies, and local district policy. The following is an overview of each major phase depicted.

Overview

This overview is intended to provide only a general explanation of the phases in the planning model and their interrelationships (see Figure 1).

Phase I: Develop Vocational Education Goals and Objectives. The vocational education program does not function in isolation from either the community or the overall educational system. This phase, therefore, involves a careful review of the educational philosophy and goals of the overall educational system, and an analysis of the values and expectations of the community. Within the framework of these system and suprasystem constraints, the goals and objectives of the vocational education program can then be developed. Local administrators should remember that these goals and objectives reflect the intent of the total vocational effort and not of individual program areas.

Phase II: Conduct A Needs Assessment. This phase consists of several steps. This is necessitated by the fact that there are three distinct populations that must be assessed in order to develop a complete picture of program needs. First, students must be assessed to determine their vocational training needs and interests. Secondly, community manpower requirements must be identified to insure that a demand exists for the students trained. And lastly, institutions and agencies producing trained manpower must be surveyed to determine supply availability. Once the total manpower requirement has been determined, it can be compared with student needs and interests for identifying vocational program area needs.

Phase III: Determine Program Offerings. Program determination must begin with the identification of alternatives to meet the program area needs as developed in the previous phase. These alternatives must then be evaluated with respect to (1) the established goals, and objectives of the overall vocational education program, (2) the cost involved, (3) political feasibility, and (4) likely effectiveness in meeting the identified student and manpower needs of the community.

With the program alternatives now identified and prioritized, the decision-making process can begin. The local administrator, with input from the local advisory council and staff planning committee, should consider the current program offerings and resources in conjunction with the alternatives available. If there is a perfect match, the solution is simple. If not, the best alternatives must be selected from among the current and proposed programs in light of resources available for implementation.

Phase IV: Program Development. Now that the best programs have been selected from among the alternatives, the process continues by developing a plan for making these programs operational. This plan should include:

- Establishing individual program goals and objectives,
- Developing or acquiring adequate curriculum,
- Identifying individual program organizations for instruction,
- Developing an organizational structure,
- Determining a management system,
- Developing a budget,
- Identifying staff qualifications,
- Identifying available facilities or planning construction,

- Developing equipment specifications,
- Coordinating counseling and placement services,
- Developing the annual application.

Phase V: Program Implementation. Upon receipt of notification from the Texas Education Agency, the vocational programs approved may be implemented. This phase brings to fruition the efforts of the prior phases of the planning cycle. Plans to be considered during this phase include:

- Purchasing equipment and supplies,
- Employing staff and faculty,
- Preparing or constructing facilities, and
- Establishing a monitoring system to insure fiscal and instructional accountability.

Phase VI: Program Evaluation. This is an essential phase of any systems oriented plan. Although shown as a separate phase, evaluation is in actuality, a continuing and ongoing process which occurs during every phase of the planning cycle. Plans for the evaluation of systems components should include:

- Students,
- Staff and faculty,
- Facilities and equipment,
- Vocational education goals and objectives, and
- Programs offered.

Phase VII: Recycle and Update. This phase is the natural consequence of the evaluative process. As various aspects of the system are found to have changed or to be in need of change, the recycling and updating process is initiated.

VOCATIONAL EDUCATION PLANNING MODEL

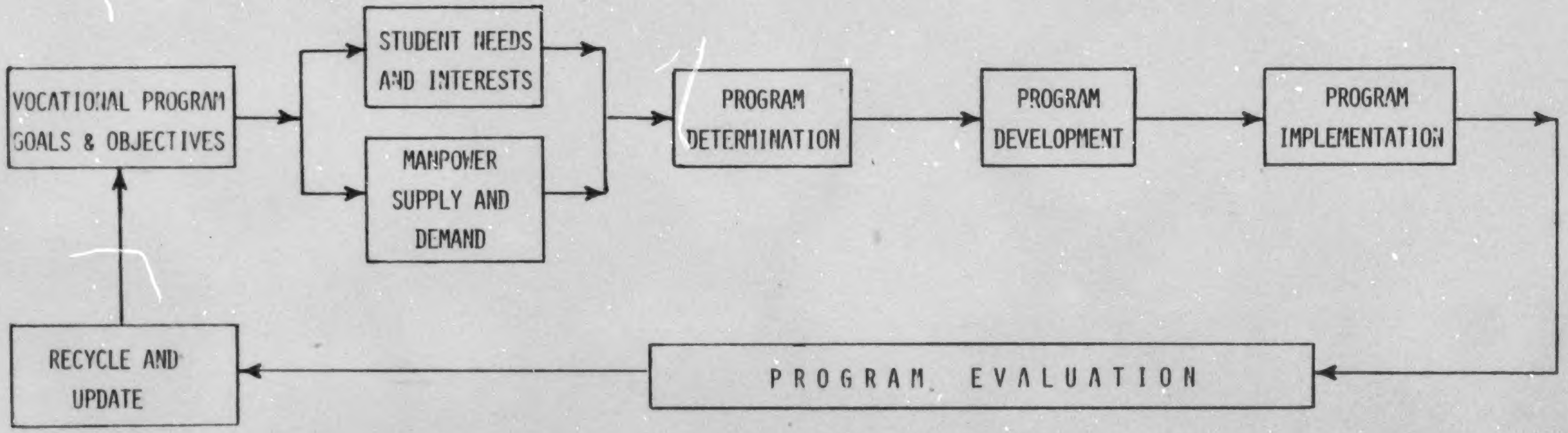

VOCATIONAL PROGRAM GOALS & OBJECTIVES
STUDENT NEEDS AND INTERESTS
MANPOWER SUPPLY AND DEMAND
PROGRAM DETERMINATION
PROGRAM DEVELOPMENT
PROGRAM IMPLEMENTATION
PROGRAM EVALUATION
RECYCLE AND UPDATE

FIGURE 1

Most local administrators will find that, due to rapidly changing technology of a post-industrial society, needs must be frequently reassessed and programs redefined to reflect changing conditions and new priorities. For this reason, it will be necessary to repeat many, if not all, of these planning phases each year.

VOCATIONAL EDUCATION PLANNING: TECHNIQUES AND RESOURCES

In the previous section, a planning model utilizing the systems approach was outlined. The various phases, as well as the relationships between them, were also briefly discussed. This section will provide examples, suggested techniques, and data sources which administrators may find useful in developing their local plans.

Vocational Education Goals and Objectives

As previously stated, the vocational education program does not exist in a vacuum, but is rather a subsystem of the overall education system of the community. For this reason, any goals and objectives developed for vocational education must be compatible with the broader goals and objectives established by the community for their educational system. Sample goals and objectives are provided in Example 1, page 26.

When establishing goals and objectives for the overall vocational education program, community values, preferences, and expectations should be kept in mind. Questions that need to be considered are:

- What percentage of high school graduates are expected to go to college?
- What is the economic and social class structure of the community?
- How have citizens responded to school bond issues and levies?

It is obvious that a community that expects 85 percent of its graduates to enter college is not likely to support a vocational program designed to accomodate 70 percent of the students. In other words, keep the goals and objectives realistic and in concert with community expectations.

Example 1.

SAMPLE GOALS AND OBJECTIVES

A. OFFER VOCATIONAL EDUCATION PROGRAMS THAT WILL MEET THE MANPOWER NEEDS AND STUDENT INTERESTS OF THE COMMUNITY.

- A:1 Establish approved programs in at least 70 occupational areas by 1980.
- A:2 Establish adult programs that address at least 50 percent of the manpower deficient areas of the community.
- A:3 Establish special programs for the disadvantaged and handicapped when integration into existing programs is impractical.

B. PROVIDE OCCUPATIONAL ORIENTATION AND EXPLORATION EXPERIENCES FOR ALL INTERESTED STUDENTS.

- B:1 Provide occupational orientation students with information concerning employment opportunities and trends, working conditions, probable entry-level salaries, and with first hand visits in at least three occupational clusters.
- B:2 Provide occupational orientation students with various means of assessing their aptitudes, abilities, and preferences for various occupations.
- B:3 Provide occupational orientation students with an opportunity to obtain hands-on work experience in at least three occupational clusters.

C. PROVIDE PLACEMENT SERVICES FOR GRADUATING SENIORS AND GRADUATES OF VOCATIONAL EDUCATION PROGRAMS.

- C:1 Establish a placement office that can effectively place at least 50 percent of all graduates of vocational education program areas.
- C:2 Provide employer feedback concerning the quality of work of at least 50 percent of the graduates placed.

400

Needs Assessment

The assessment of student and community needs is probably the most difficult and laborious phase in the planning process. Without it, however, there would be no way of pursuing the established goals and objectives of the vocational program. Planners would be much like Alice in Wonderland when she asked the Cheshire Cat, "Would you tell me, please, which way I ought to walk from here?" "That depends a great deal on where you want to get to," said the cat. "I don't really care where," said Alice. "Then it doesn't matter which way you walk," said the cat.

Assessing Student Needs and Interests

Programs should not be established on the basis of manpower requirements alone. Student interests and needs must also be considered, or even the best developed program may fail due to a lack of students. Many times students show no interest in a program simply because they have no conception of the occupational area. For example, one large metropolitan high school district developed a metalurgy program to meet an identified manpower requirement of the community. The program failed, however, because students had no understanding of what metalurgy was or what a metalurgist did. This type of problem may be overcome by two simple strategies.

1. Sell the vocational programs to the students. For each occupational area offered, identify the scope of the occupation, the employment opportunities in the community, the working environment, the potential salary range, and the career opportunities for advancement. A good public relations campaign can be a most effective recruiting tool.

2. Develop good orientation and exploration programs to help students acquire basic knowledges and feelings about a variety of occupations. This will not only broaden their data base, but will also add validity to occupational interest surveys and standardized occupational inventories.

In assessing the vocational interests of students, a researcher is really collecting data concerning student perceptions of various types of schooling and specific occupational or career areas. These perceptions are, of course, subject to change (1) as the student has a chance to explore a variety of occupational areas and (2) as the student matures. For these reasons, it is recommended that a systematic data collection procedure be established for the collection of student interest information on an annual basis.

Two major techniques are available for collecting student interest data. These are as follows:

1. Standardized vocational interest surveys, and
2. Locally developed vocational program interest surveys.

In many school systems, the guidance department is already administering one or more standardized surveys on a periodic basis to be used for individual counseling. In schools where most students are enrolled in career orientation or career exploration courses, individual folders may have been prepared by the guidance or vocational department containing information about student's expressed occupational interests. The point to be made here is, before conducting or planning a new survey, check with the guidance and counseling department to determine what interest data is already available.

Among the standardized instruments available for use, the *Kuder Form DD Occupational Interest Survey* and the *Ohio Vocational Interest Survey (OVIS)* are two of the most widely used by school districts. The *Kuder Form DD* provides measurement of interests in 114 specific occupational areas and was designed for administration to 11th and 12th grade students, college students, and adults.

The *Ohio Vocational Interest Survey* combines an interest inventory with a student information questionnaire. The questionnaire section gathers information relative to the student's expressed vocational plans, subject area preferences, high school program plans, post-high school education plans, and vocational course interests. Space is also provided on the instrument for the school district to ask up to eight questions.

A sample "Student Survey for Vocational Education Planning" instrument has been provided in Example 2, page 30. Such instruments are easily developed a at the local level and should be administered to students in grades 8 through 10. When administering and interpreting vocational interest surveys, local administrators should rember the following:

1. List not only programs which are now offered, but also a wide range of other possible programs as well.
2. Arrange vocational programs on the survey in hierarchy fashion with smaller more specialized program categories organized within broader categories. In this way, if not enough interest is registered in a specialized category, a broader less specialized program could be offered.
3. To make the student interest survey as accurate and useful a tool as possible, administer it using the same forms and

EXAMPLE 2

STUDENT SURVEY
FOR
VOCATIONAL EDUCATION PLANNING

The ______________________ School District is conducting this survey to help determine how student needs can better be met through programs of vocational education. We would appreciate your cooperation in completing this survey form.

1. Grade (circle one): 7 8 9 10 11 12

2. Sex: ☐ Male ☐ Female

3. Race: ☐ White ☐ Non-white

4. Are you enrolled in a vocational course this year? ☐ yes ☐ no

5. Do you plan to enroll in a vocational course before high school graduation?
☐ yes ☐ no ☐ unsure

6. Do you feel the selection of vocational courses are adequate? ☐ yes ☐ no
If no, what other programs or courses do you feel should be offered? (Please list)
____
____
____

7. What do you plan to do as a career after you complete your education?
____

8. Parent's educational background

Mother	Father	
☐	☐	(1) Not a high school graduate
☐	☐	(2) Graduated from high school
☐	☐	(3) Business school or trade school
☐	☐	(4) Some college
☐	☐	(5) College graduate
☐	☐	(6) Do not know how much education

9. What do you plan to do on a full-time basis during the first year after you finish high school?
☐ (1) Work on a full-time job
☐ (2) Get married
☐ (3) Enter military service
☐ (4) Attend college
☐ (5) Enroll in business school, trade school, nursing training, etc.
☐ (6) Other (please specify)______________

10. What do you think your parents expect you to do after you finish high school?
☐ (1) Get a job
☐ (2) Get married
☐ (3) Enter military service
☐ (4) Attend college
☐ (5) Enroll in business school, trade school, nursing training, etc.
☐ (6) They do not care one way or the other

11. Have you had a part-time job during the summers or after school?
☐ yes ☐ no

12. How much help have the following persons given you in planning your future career? Check one box only for each person listed.

	A great deal	Some	Very little	None
Parents	☐	☐	☐	☐
Teachers	☐	☐	☐	☐
Counselors	☐	☐	☐	☐
Friends	☐	☐	☐	☐
Other (Specify____________)	☐	☐	☐	☐

13. Do you feel you need more vocational information or counseling to help you make better vocational plans?
☐ yes ☐ no

14. After you finish high school, do you
☐ (1) Prefer to remain in the local area
☐ (2) Want to move to another part of the state
☐ (3) Want to leave the state
☐ (4) Don't know

15. Below are a list of vocational programs and courses. After reading through all courses, check three courses that you believe represent areas of training that would help you in achieving your career objective. Indicate your first choice with 1, second choice with 2, and third choice with 3. If you have questions, ask your teacher for help.

☐ Agriculture
☐ Farm Machinery, Mechanics
☐ Horticulture, Landscaper
☐ Business and Office
☐ Homemaker
☐ Construction Trades
☐ Electronics, Electrician
☐ Welding
☐ Cosmetology
☐ Drafting
☐ Data Processing
☐ Food Service
☐ Child Care Services
☐ Clothing and Textiles
☐ Health Occupations
☐ Hospitality and Recreation
☐ Marketing and Distribution
☐ Advertising
☐ Automechanics
☐ Radio and TV Repair
☐ Salesperson

NOTE: The local school district should include vocational programs and courses that best represent the local and area labor market needs. Additional space should be provided to enable students to write in courses that have not been listed.

Taken from Peggy W. Patrick, Planning Vocational Education: A Guide for Local Administrators. (Little Rock, AR: Arkansas Department of Education, Vocational-Technical and Adult Education, 1977), p. 13.

procedures each year. Continuity will allow the calculation of the average difference between the expressed interest and actual enrollment.

Local administrators should be aware that student needs differ markedly from student interests. The assessment of student needs requires the collection of data on the needs of the physically and emotionally handicapped, and the disadvantaged, including those students who are bilingual, who have special guidance or counseling needs, and who need help in overcoming sex bias. Each of these areas has been identified by the 1976 Educational Amendments and funds have been earmarked for each area. To qualify for federal funding, each school district must identify the number of students in their programs who are handicapped or disadvantaged on their Annual Application. In addition, the school district must be willing and able to provide the special training, counseling, or other assistance needed for the students. To the extent possible, these students are to participate in regular rather than special programs of vocational education.

Information on a variety of student needs is usually available from the guidance department. Another valuable data source is the student follow-up survey of former students. If the questionnaire is properly worded, these former students should be able to provide valuable insights into how well the school's vocational program met their needs as students.

A final source of interest and/or need data is the parental preference survey. Although the preferences of parents are not always compatible with the interests of students, some correlations can be made. It is, after all, in the home that students initially develop values and preferences for occupations. The opinions of parents, therefore, provide an additional source of data in such areas as:

- Values to stress in the curriculum,
- Reactions to current programs,
- Support services needed (e.g., counseling, placement, and follow-up),
- Information pertinent to the training interests of adults.

Instruments of this type (see Example 3, page 33) can be easily developed locally and either mailed to a stratified sample of parents or sent home with students.

In summary, the collection, analysis, and evaluation of cumulative data on individual needs and interests are essential to the vocational program planning process. Local administrators must gather and use this data to plan programs based on these real needs, interests, and abilities in order to maximize the human development and personal satisfaction of students and minimize the extent to which they become captives of the system.

Strategies identified for the collection of student interest data include:

- Student interest surveys,
- Standardized occupational inventories,
- Student follow-up surveys, and
- Parental preference surveys.

The school guidance department was also identified as a valuable source of data.

EXAMPLE 3

PARENT – COMMUNITY SURVEY FOR VOCATIONAL EDUCATION PLANNING

The ______________________ School District is seeking your opinions regarding our educational offerings so that we might better serve the needs of the community. We would very much appreciate your cooperation in completing this questionnaire. Since your name will not be associated with the answers, it is not necessary for you to sign your name.

1. Sex: ☐ Male ☐ Female

2. Marital Status: ☐ Married ☐ Single ☐ Divorced

3 Economic Status (Please check one.)

☐ (1) Above Average ☐ (2) Average ☐ (3) Below Average

4. Age. (Please check one.)

☐ (1) Young Adult ☐ (2) Middle-Aged Adult ☐ (3) Older Adult

5. Are you a parent of a school age child? ☐ Yes ☐ no
If yes, please circle the grade level(s) of your child(ren)

K 1 2 3 4 5 6 7 8 9 10 11 12

6. Please check the following items "yes," "no," or "no opinion."

YES	NO	NO OPINION	
☐	☐	☐	1. The curriculum offerings in the school appear adequate.
☐	☐	☐	2. Schools should place more emphasis on preparing students for employment.
☐	☐	☐	3. High school students should be encouraged to seek education past the high school level.
☐	☐	☐	4. It is the primary responsibility of the school to stress proper attitudes and work habits that students should have.
☐	☐	☐	5. Vocational education training should be extensive enough to meet the needs and interests of the majority of students.
☐	☐	☐	6. The school should keep the community better informed about its educational programs.
☐	☐	☐	7. I would be willing to pay more taxes for better vocational education training.
☐	☐	☐	8. All students should have a saleable skill after completing a high school education.
☐	☐	☐	9. Students should be able to attend another school to get training that is not available in their local school.
☐	☐	☐	10. The school should provide more guidance and counseling to a student about his/her future education and career plans.
☐	☐	☐	11. Students should have made tentative career plans prior to entering the eleventh grade.
☐	☐	☐	12. Special vocational programs should be available for disadvantaged students or slow-learners.
☐	☐	☐	13. Too much emphasis is placed on students going to college.
☐	☐	☐	14. Vocational courses should be available for adults in the community.
☐	☐	☐	15. More vocational training would reduce the drop-out rate and aid in discipline problems.

7. Overall, how would you rate the education received by students in the ______________________ School District?

☐ (1) Excellent ☐ (3) Average

☐ (2) Good ☐ (4) Below Average

8. Circle highest level of education you received for each appropriate level:

☐	Grade School	1	2	3	4	5	6
☐	High School	7	[illegible]	9	10	11	12
☐	College	1	2	3	4		
☐	Vo-Tech	1	2				
☐	Other Post-secondary	1	2				

9. Please rank the social and civic skills you believe students should be made aware of in school:

____ Etiquette and Manners
____ Dress & Grooming
____ Individual Creativeness
____ Civic Pride
____ Music & Art Appreciation
____ Written Communications
____ Cultural Heritage
____ Discipline and Work Habits
____ Pleasant Disposition
____ Participation in Extra Curricular Activities

10. Please indicate areas of adult education and training that interest you:

____
____
____
____

Adapted from Peggy W. Patrick, Planning Vocational Education: A Guide for Local Administrators. (Little Rock, AR: Arkansas Department of Education, Vocational-Technical and Adult Education, 1977), p. 18.

Assessing Manpower Demand

The assessment of community manpower needs requires information pertinent to manpower supply as well as manpower demand. Together, supply and demand data provide the local administrator with a total picture of the manpower requirements of the area to be served.

Before initiating a data collection effort, the local administrator must first decide on the geographic region for which supply and demand information is required. This can be done in two ways. The first option is to use one of several standard labor market areas. The most common of these are (1) the Standard Metropolitan Statistical Area (SMSA), (2) the Standard Economic Area (SEA), and (3) the Bureau of Economic Analysis Areas. The SMSA, of which there are 233 in the United States, is the most commonly used of these.

The second option is to describe a relevant geographic region for the school district by surveying former students to determine where they actually went to secure employment. In practicality, a region should be selected for which employment and training data are available, obtainable, and valid.

The next step in the manpower assessment phase is to obtain valid demand information for the geographic region selected. Principle data sources for this step may be grouped into three categories: national, state, and local.

National data sources, although comprehensive, give data relative to the nation as a whole, and are often of limited value to local administrators in determining local manpower requirements. This data can, nevertheless, be useful for indicating employment trends and giving information

410

relevant to large school districts within metropolitan areas. National manpower data is available from the following publications and sources:

- Occupational Outlook Handbook, Bureau of Labor Statistics, U.S. Department of Labor. This publication contains a comprehensive survey of all job areas and provides much useful information to anyone concerned with career planning. This handbook explains the changing nature of the labor market, and is published every two years.
- Tomorrow's Manpower Needs, Bureau of Labor Statistics, U.S. Department of Labor. This manpower document projects the ratio of trained manpower to total employment based on demographic information. It can be of use to both state and local planners.
- Manpower Report of the President, U.S. Department of Labor. This report is a yearly publication on manpower requirements, resources, utilization, and training. It is a good source for showing the national labor picture as well as for trends and projections for different segments of the labor force.
- Dictionary of Occupational Titles, Bureau of Labor Statistics, U.S. Department of Labor. The dictionary provides information on job descriptions, sources of employment, working conditions, training, and other qualifications needed for each occupation listed.
- U.S. Census Reports, Census Bureau, U.S. Department of Commerce. This report can be particularly useful in identifying the number of persons employed in agriculture and agriculturally related occupations.

Within the State of Texas, the primary source of manpower data is the Texas Employment Commission. Each area office publishes a monthly document entitled, Manpower Trends, which provides data relevant to the geographical area it serves. Information included is as follows:

- Labor force estimates and forecast,
- Employment trends,
- Unemployment trends, and
- Labor supply and demand.

Other potential state sources of manpower data are (1) the Texas Education Agency (surveys, reports, etc.), (2) the State Advisory Council for Tech-

2

nical-Vocational Education (annual report), and (3) the 1202 Commission Report (supply and demand data for postsecondary planning).

At the local level, a variety of sources are potential contributors of manpower demand information. The local chamber of commerce often has manpower data available or is willing to help the school district obtain it from its members. Public and private employment agencies and local government agencies are also sources of information.

Another alternative available to the local administrator is the employer survey. This technique not only provides valuable information for planning, but also opens lines of communication between the school and the employer. In such surveys, the employers are asked to provide their best estimates of both employment and training needs. This process is not difficult to execute and may be accomplished through a vocational class or club project. There are limitations, however, to employer surveys and these should be kept in mind when utilizing the data collected. Some limitations are as follows:

1. Many surveys suffer from a lack of complete and objective data.
2. Input for the survey is dependent upon employers, who may not always be aware of changing occupational requirements.
3. Survey methods tend to produce optimistic projections of local employment demands.

Manpower data acquisition must be a continuous process if the local administrator is to be able to make sound programmatic decisions for the school district. This task of amassing and updating demand information on a continual basis can be a responsibility of the local advisory council and the occupational advisory committees.

412

Assessing Manpower Supply

Having developed a picture of the community's total manpower demand by occupation, the local administrator must now determine the supply available to meet these demand needs. Ideally, this analysis would include all persons, whether employed, unemployed, or potentially employable, who are available to fill work positions created by manpower demands. This, however, is an impractical task to undertake at the local level.

An analysis of manpower supply indicates that trained personnel eminate from these primary sources:

1. geographic mobility,
2. occupational mobility, and
3. graduation from training programs.

Since the latter has the largest net affect on total supply availability, the plausible solution for the local administrator is to anlayze the supply of graduates, existing from vocational training institutions, throughout the labor market region.

Such an analysis of trained graduates requires two steps. First, all institutions or agencies that provide occupational training within the geographic region must be identified. This inventory should include:

- Public secondary vocational-technical schools,
- Public postsecondary vocational-technical schools,
- Community colleges,
- Private vocational and business school,
- Manpower training programs,
- Texas apprenticeship training programs,
- Texas Vocational Rehabilitation Commission programs, and
- Job Corps in Texas.

Secondly, all identified sources of supply must be surveyed to determine their output of graduates by occupational area.

Other sources of supply information include the offices of federal regulatory agencies such as the Interstate Commerce Commission (ICC), Federal Aviation Agency (FAA), and Federal Communications Commission (FCC). These federal agencies can provide statistical information relative to regulated industries to include information on over 200 occupations and occupational groups.

The Texas Employment Commission can also be used as a supply information resource. Its area offices compile data on a monthly basis relevent to labor supply in Texas. An analysis of the applications on hand by occupational area will provide a fairly good idea of the supply available.

On a statewide basis, the 8th Annual Report of the Advisory Council for Technical-Vocational Education in Texas, October 1977, provides an analysis of the placement of program completers in Texas by occupational area. A study of this and past advisory council report data should prove valuable in developing supply trends within Texas.

Data on occupational training are more useful when accompanied by follow-up information because not all graduates of training programs actually enter the occupation for which they were trained. Since entry rates vary from occupational program to program, administrators may find it necessary to train more persons in some areas than there are job opportunities. This will be particularly true in program areas which are less arduous and in which the student has less time and money invested.

Once the annual supply data has been collected and analyzed, it can be applied to the total annual demand to obtain a close estimate of the unmet needs of the community. These estimates then serve as a quantifiable measure of the actual manpower training needs for the year. They also serve as program justification in applying for various programs.

Occupational Information Coordinating Committee

Local administrators can anticipate an increase and improvement in the information available to them for planning programs in the immediate future. This is a result of the emphasis given to this responsibility in the 1976 Amendments to the Vocational Education Act of 1963. In Part B, Subpart 1, Section 161 (b), the Amendments provide for the establishment of a National Occupational Information Coordinating Committee (NOICC) and State Occupational Information Coordinating Committees (SOICC). The State Occupational Information Coordinating Committee will be responsible for implementing an occupational information system in the state which will meet the common needs for the planning, and operation of, programs conducted by the State Board as well as those administered under the Comprehensive Employment Training Act (CETA).

At the national level, the National Occupational Information Coordinating Committee shall,

> in the use of program data and employment data, improve coordination between, and communication among, administrators and planners of programs authorized by this Act and by the Comprehensive Employment and Training Act of 1973, employment security agency administrators, research personnel, and employment and training planning and administering agencies at the federal, state, and local levels;

415

> develop and implement, by September 30, 1977, an occupational information system to meet the common occupational information needs of vocational education programs and employment and training programs at the national, state, and local levels, which system shall include data on occupational demand and supply based on uniform definitions, standardized estimating procedures, and standardized occupational classifications.... (P.L. 94-482)

Summary

The utilization of labor market demand and supply data in planning programs of vocational education has long been a tool of administrators and planners. In theory, this practice serves to keep manpower supply and demand in proper perspective, but in actuality, due to manpower forcasting techniques, the data available often leave much to be desired.

Program planning cannot be totally effective without including some form of manpower planning that focuses on critical shortages. On the other hand, planning programs based solely on community employment needs without regard for student interests and needs is also undesirable. The effective program planner will find the "happy medium" between these two parameters and will develop programs compatible with both.

Program Determination

Program determination begins with the identification of program alternatives, followed by the assessment of the effectiveness of those alternatives. The result of this process should be a prioritized list of programs to be developed.

In the initial development of program alternatives the local administrator, staff planning committee, and advisory council should allow their creativity and ingenuity to come to the forefront. They should not confine their thinking to conventional programs and services to meet needs. Patrick (1977) provided the following example:

> ...if inadequate counseling and guidance services were established as the problem...then possible solutions and alternatives might include:
>
> - employ additional counselors
> - incorporate career information into all high school courses
> - establish a career information center for students
> - conduct planned activities on careers by such means as assembly programs, field trips, job shadowing, etc.
> - initiate a vocational career orientation program

Having identified possible program alternatives, the effectiveness of each alternative to meet specific goals and objectives must be determined. Likewise, the impact of alternative approaches on the number of students to be served and the probable cost must be assessed.

The best source to use for developing an appraisal of the staff and faculty requirements of alternatives is the Guide for Planning Vocational Programs in Local Education Agencies (see Appendix A). This guide will prove very helpful to program planners in the following areas:

- Determining student eligibility,
- Identifying student qualifications by program area,

- Determining the allocation of vocational teacher units,
- Determining the allocation of administrative and supervisory units,
- Planning programs for the disadvantaged and handicapped,
- Developing investigation and exploration programs, and
- Planning adult vocational programs.

Once the staffing requirements, organizations for instruction, and number of units have been determined for each alternative, the school district business manager will probably be the most helpful in translating these requirements into cost figures. For each feasible alternative the following cost information should be provided (Norton, 1977):

- An estimate of the start-up or initial cost of the proposed alternative (this will include costs of facilities construction or modification, equipment, curricular and reference materials, recruitment of staff, and other initial items that take time or cost money),
- An estimate of the ongoing or operational costs of the proposed alternative (here should be included the cost of consumable supplies, personnel salaries, transportation costs, maintenance costs and other overhead charges),
- An estimate of the likely student/teacher ratio and the per pupil cost of the alternative,
- Suggestions as to how the alternative could best be financed. In some instances, an alternative might be eligible for 100 percent funding by submitting a proposal to an agency or foundation that is known to be interested in funding the type of program or service desired.

With the completion of the cost analysis of each alternative, only one set of factors remains to be assessed. This is the political feasibility of the alternative and its compatibility with current programs.

When considering the political feasibility of the proposed alternatives, the following types of factors need to be analyzed (Norton, 1977).

- How acceptable will the proposed program be to the community?--Did a community survey or other planned activity, or an advisory committee or advisory council meeting elicit reactions that suggest the alternative would be favorably or unfavorably viewed?
- Will parents and students support and participate in the program sufficiently to justify its cost?--There should be sufficient data (student and/or parent surveys) to indicate real interest on the part of students and their parents in any proposed programs or supportive services. Without the support of the intended clientele, a program or support service stands little chance of being successful.
- Will labor, business, and civic groups support the program?--If there is strong opposition to a training program that might interfere or somehow duplicate a business or labor supported apprenticeship program, a careful analysis of the pros and cons of establishing such a program is in order. Without sufficient business and labor support, for example, work stations for cooperative experience programs and jobs for program graduates may be completely unavailable or not available in sufficient numbers.
- Will the proposed program be viewed as a luxury or as a needed activity?--The purchase of large and expensive laboratory

equipment may be viewed as unnecessary, if experience with such equipment can readily be obtained through cooperative work experience programs with local business and industry. Up to the present, many educators and noneducators have viewed a school placement service as an unnecessary luxury and a duplication of what public and private employment agencies do. Some studies indicate that few vocational students are ever helped in their initial job searches by these agencies. Unless the community fully understands the need for such a placement service, it might be politically unfeasible to establish such.

By determining whether the proposed alternatives are compatible with current programs, consideration should be given to the following questions:

- Will the proposed alternative take away large numbers of students from another needed vocational program which is already operational? While there may be enough students to justify offering one occupational program in a given cluster area, there may not be sufficient numbers of interested students to offer a second program of the same nature. Instead the current program may need to be modified so as to accomodate, through more individualization or a general cooperative work-study approach, a broader range of student interests than are currently being met.
- Will the proposed alternative duplicate another agency's effort? If the local employment agencies, public and private, for example, are doing a good job of helping all vocational program students find employment as they exit programs, it may be duplicative and unwise use of public funds to set up a school placement program.

- Are the proposed alternatives compatible with the other educational programs from a health and safety viewpoint? Will highly toxic or combustible materials be utilized? Will obnoxious fumes, odors, smoke, or distracting noises be created that will interfere with the learning or health and safety of other students enrolled at the institution? Will a special facility be required because of the hazardous materials or loud noises involved? These and other health and safety factors need to be carefully scrutinized.

Program Development

Having selected the alternatives that will be implemented, detailed planning must now be completed with regard to the various resources (personnel, supplies, equipment, etc.) that will be needed to actually initiate and operate a new program, or maintain an existing program. Although estimates were adequate for the comparison of alternatives, at this point they need to be refined into actual budgets for operating the programs.

If a good job of outlining cost has been done for each alternative, this budget process will not be difficult. Old budgets should prove an additional useful source of information. Care should be taken to determine program costs for each vocational program separately. This will facilitate completion of the Annual Application at a later date.

It will be necessary in most cases to involve the vocational teachers who know what equipment and supplies are needed for the programs they will teach. It will also be necessary to involve the business manager who will know how best to assign maintenance and overhead costs to various activities. To complete the final budget process, local administrators should carefully examine the budget requests to see that minimum state program and instructional standards have been met as outlined in the state plan for vocational education.

Another consideration during this phase is that of a management plan. Many different management techniques are available for consideration. Only brief mention will be made here of some of the standard management techniques in use by educators today. Among the more notable are the following:

- Management by Objectives (MBO),
- Program Evaluation and Review Technique (PERT), and
- Planning, Programming, Budgeting System (PPBS).

Regardless of the technique or combination of techniques used, remember that any good management system should provide for the continuous monitoring of activities and necessary feedback to keep the program "on target."

A final consideration for the program development phase is the development and submission of the Annual Application to the Texas Education Agency. This requirement is necessary if the school district is to receive either federal or state funds for the conduct of vocational education. A copy of the forms which constitute the Annual Application are enclosed in Appendix A . They contain:

- A statement of assurances which must be certified by the superintendent and chairman of the local advisory council,
- A list of the groups, agencies, or organizations surveyed in conjunction with the development of the proposed plan,
- An evaluation of the maintenance of effort,
- An identification of the population to be served,
- An assessment of manpower supply and demand,
- An analysis of special needs programs,
- A list of existing and projected programs,
- A summary of vocational units and travel budget, and
- Additional forms that must accompany any request for new programs, additional or redirected units, or a change in the number of months a unit is allocated.

No suggestions will be made concerning methods to employ in completing this Annual Application. The reason for this is that methods will vary from school district to school district depending upon the size of the district and the programs being offered. For the very small district, where everyone in the district knows everyone else, supplying exact numbers concerning disadvantaged or handicapped populations, for example, will be much easier and require much less sophisticated methods than for the larger districts like Houston and Dallas. The objective of local administrators should, therefore, be to complete the Annual Application with the most accurate information available and be able to provide appropriate justification for how the information was developed.

From this point on, the conduct of the remainder of the planning model becomes adminsitrative and supervisory in nature. These functions are covered in detail in Unit 5.

References

1. Arnold, Walter M. and James F. McNamara. "System Approach to Educational Planning" in Contemporary Concepts in Vocational Education. Edited by Gordon F. Law. Washington D.C.: A.V.A. Inc., 1971.

2. Benathy, Bela. Instructional Systems. Belmont, California: Fearon Publishers, Inc., 1968.

3. Norton, Robert E. Develop Local Plans for Vocational Education: Part I and II. Columbus, Ohio: The Center for Vocational Education, Ohio State University, 1977. (These two modules served as the primary source of information for this unit.)

4. Patricle, Peggy W. Planning Vocational Education: A Guide for Local Administrators. Little Rock, Arkansas: Arkansas Department of Education, 1977.

5. Texas Education Agency. Annual Application for Funds to Conduct Programs of Vocational-Technical Education. Austin, Texas: Texas Education Agency, 1978.

6. Texas Education Agency. Guide for Planning Vocational Programs in Local Education Agencies. Austin, Texas: Texas Education Agency, November, 1977.

7. Texas Education Agency. Texas State Plan for Vocational Education. Austin, Texas: Texas Education Agency.

APPENDIX A

Annual Application for Funds to Conduct Programs of Vocational-Technical Education

Name of District

County

County District Number

TEXAS EDUCATION AGENCY

Department of Occupational Education and Technology

Annual Application for Funds to Conduct Programs of Vocational-Technical Education

Area Office Date Received

State Office Date Received

Fiscal Year Beginning ____________________ Ending ____________________

District Address

City

Zip Code

Name of Superintendent

Name, Title of Contact Person

Telephone Number of Contact Person

Does plan include a request for new, additional, or redirected units, or a change in the number of months a unit is allocated? Yes ___ No ___

__________, 19__
Date Submitted

SAMPLE

School Year 1977-1978

School Districts retain blue copy. Mail other three copies to Area Planning Office by February 1, 1978

VOC-060R78

STATEMENT OF ASSURANCES

The applicant assures the State Board that:

This application has been developed with the assistance of the local advisory council.

This application has been developed in consultation with representatives of educational and training resources available in the area to be served.

Federal funds received by the applicant under Title VII of the Elementary and Secondary Education Act of 1965 (bilingual education) used for vocational education will be expended to supplement vocational programs and not amount to a duplication of effort.

Vocational programs will be developed and conducted so as to overcome sex discrimination and sex stereotyping in vocational education (including programs of homemaking), and thereby furnish equal access to vocational education for both men and women.

The applicant will make reports to the State Board for Vocational Education in such form and containing such information as may be reasonably necessary to enable the State Board to perform its duties under the law and will keep such records and afford such access thereto as the staff of the State Board may find necessary to assure the correctness and verification of such reports.

All expenditures or encumbrances shall occur in the fiscal year for which the funds were appropriated. No encumbrances may be incurred for personal services rendered prior to the effective date of the applicant's application.

Funds provided in this application will be expended to supplement and expand the educational program and will not diminish the expenditure of local funds.

The applicant will assume the responsibility for developing, conducting, and providing opportunities for student participation in a local chapter of an approved student leadership organization related to each vocational program being conducted.

The applicant will provide major and minor equipment comparable to that used in the occupations for which training is proposed and all other instructional materials and supplies necessary for the operation of sound programs.

The applicant will provide guidance and counseling services for students.

The applicant will make provision for adequate supervision and inservice education programs for all vocational personnel.

ASSURANCES (Continued)

The applicant will make provision for personnel to participate in workshops, seminars, or institutes sponsored by the State Board for Vocational Education for such personnel.

The applicant will organize and conduct programs of vocational education in accordance with applicable federal and state laws, the policies of the State Board for Vocational Education, and the State Plan for Vocational Education.

The applicant will maintain a follow-up record of students completing or discontinuing programs of instruction.

The applicant will maintain an inventory of equipment and tools for all programs.

The control of state and federal funds and title to property derived therefrom shall be in a public agency for the uses and purposes provided, and that public agency will administer such property and funds and apply them only for the purposes for which they are granted.

The applicant shall evaluate periodically the quality and effectiveness of each program and make revisions and improvements as needed to assure programs which will provide an optimum of occupational choices for the students that correspond with the job opportunities of the labor market identified as the applicant's service area.

CERTIFICATION

I hereby certify that the above assurances will be complied with and the program(s) approved will be conducted in accordance with all federal and state statutes and all requirements set forth in policies and procedures as issued by the State Board for Vocational Education, and

I further agree that all supporting documents for expenditures under approved program(s) will be maintained on file in the business office of the applicant school in an orderly manner to permit expeditious audit, and

I further agree that funds will be used as stipulated in the application and attachments thereto and any use of funds other than in the manner authorized by the agreement may be construed as misuse and result in the reclaiming of these funds.

I hereby certify that all information contained in this application and attachments thereto is true and correct to the best of my knowledge, and the local education agency named below has authorized me as its representative.

Legal Name of Applying Institution	Signature of Superintendent of Schools

Co.-Dist. No.______________

MAINTENANCE OF LOCAL EFFORT

Approved Programs, Services, or Activities	Actual Expenditures		Estimated	Budget
	1975-76	1976-77	1977-78	1978-79
1.	2.	3.	4.	5.
Agriculture				
Distributive				
Health				
Homemaking (Gainful and Useful)				
Industrial				
Office				
CVAE (For Disadvantaged Student Population)				
Vocational Education Programs for the Handicapped				
Technical				
Administration and Supervision				
Vocational Guidance Services				
Teacher Training				
Evaluation of Programs and Services				
Construction (all vocational programs)				
Total (Local Effort Only)				

Enter the total expenditures from local funds only for each vocational program, service, or activity.

Only costs attributable to carrying out the provisions of the State Plan are allowable costs.

The local education agency shall maintain records documented on an after-the-fact basis to substantiate the proration of expenditures for applicable items such as salaries, travel, rent, supplies, equipment, and construction.

If the amount for 1977-78 represents a decrease of more than 5% from the amount for 1976-77, an explanation must be attached to substantiate a claim that the local education agency has maintained a fiscal effort and is entitled to receive financial assistance under Public Law 94-482.

Co.-Dist. No.__________

REQUEST FOR NEW, ADDITIONAL, AND/OR REDIRECTED VOCATIONAL UNIT(S) FOR IN-SCHOOL YOUTH

With Attachments

____________________ Name of School District

____________________ Address

____________________ City

__________ Zip

This request is for the 1978-79 school year and for the vocational unit(s) listed below: (Attach additional sheets if necessary)

Name of School Campus	Name of Vocational Unit *(If redirected, indicate course being discontinued.)	Number of Units			Total Units Requested
		New	Additional	Redirected	

*When redirecting a unit, please write and enclose in parentheses the unit or fraction being discontinued immediately preceding the unit being requested.

Employment Period Change(s): If you desire to increase or decrease the employment period of Homemaking unit(s), please indicate as follows:

____________________ Name of Unit(s) ______ No. of Unit(s) from _____ mos. to _____ mos.

____________________ Name of Unit(s) ______ No. of Unit(s) from _____ mos. to _____ mos.

Note: All information on this page must agree with applications for new, redirected, or additional units.

431

New - Additional - Redirection

UNIT APPLICATION

(To be completed with assistance of Area Consultant)

Co.-Dist. No.__________

Name of School Campus____________________________ Name of Course______________________

Name of teacher, if employed____

Number of months teacher is to be employed_______. Dates of employment: (from day and month)____________________, 19_____ to ______________________, 19_____.

> **NOTE:** A line drawing showing the arrangement and dimensions of floor plan of the facility must be attached for each teaching unit requested.

Teacher's Daily Schedule

Period	Time of Period	Schedule of Classes and Other Duties	Student Enrollment Grades___-___
			TOTAL:

Date__________________________ Signature of Principal______________________________

If this request is for an additional unit in the same course on the same school campus:

	Boys	Girls	Total
(a) how many eligible students have pre-registered or are reasonably certain to enroll in the existing unit(s)	____	____	____
(b) in additional unit(s)	____	____	____

Have employers or managers been consulted regarding the need and value of training of high school students in the course(s) for which application is being made? Yes___ No___

The school agrees to provide from local funds:

(a) Floor and/or Laboratory Space__________________________Square Feet

(b) Operating Supplies and Instructional Materials in the Amount of:

$________________per student (first year) $____________________per student (each year thereafter)

Date of Application____________________ ______________________________

Signature of Superintendent

FOR TEA USE ONLY

Recommended for Approval ☐ Yes ☐ No ______________________________

Signature of Area Consultant

Recommended for Approval ☐ Yes ☐ No ______________________________

Signature of State Director

CIRCLE ONE: 1/4 - 1/2 - 3/4 - 1

CIRCLE ONE: New - Additional - Redirection

Co.-Dist. No. ______

ATTACHMENT A--COORDINATED VOCATIONAL-ACADEMIC EDUCATION

For programs for students with Special Learning Needs (CVAE), the following information is required.

Outline briefly each additional and/or new occupational Subject Area (occupational clusters) requested.

Briefly describe the special academic curriculum that departs from the traditional standards on an ungraded basis. (English, mathematics, social studies, etc.) Specify skills to be developed, adapted to the learning ability of all students enrolled in this program.

Total number of students in school districts, detained by one or more grades, and/or potential dropouts having academic and socioeconomic handicaps that would qualify them for Coordinated Vocational-Academic Education. ______

Co.-Dist. No. __________

ATTACHMENT B--AGRICULTURE

1. Number of students in 197_-__ (year for which the application is being made) enrolled in grades: 6th _________ 7th _________ 8th _________

2. Number of eligible students, grades 9-12, pre-registered on the date this application is made to be enrolled in the program September 197_ .... _____

   a. Number of these students who live on farm or ranch .... _____

   b. Number of these students living in town whose parents own or operate farm or ranch .... _____

   c. Number of these students whose parents do not own or operate farm or ranch but will provide adequate facilities for an approvable supervised farming program. (where applicable) .... _____

   d. Does the school have facilities for students to carry out satisfactory supervised farming programs? If so, attach sheet describing facilities. (where applicable) .... ___ ___ yes no

3. Number of young farmers living in school district .... _____

4. Number of adult farmers living in school district .... _____

5. Proposed Agriculture Program to be Developed

   a. The school will develop a class schedule and program for eligible high school students in accordance with policies of the Texas Education Agency .... ___ ___ yes no

   b. The school assumes responsibility for developing and conducting an instructional program to meet needs of young and adult farmers in accordance with policies of the Texas Education Agency .... .___ ___ yes no

6. Proposed Administrative Arrangements for Developing an Effective Program

   a. The school now has available classroom facilities, farm shop, farm mechanics equipment, laboratory space, instructional supplies, and teaching aids in accordance with policies of the Texas Education Agency ....___ ___ yes no

   b. If not, the school agrees to provide classroom facilities, farm shop, farm mechanics equipment, laboratory space, instructional supplies and teaching aids in accordance with policies of the Texas Education Agency by _________________, 197_.

   c. The school will provide adequate transportation for vocational agriculture students to participate in field trips and Future Farmers of America activities ....___ ___ yes no

   d. The school will provide an annual budget for equipment and supplies to maintain the department in accordance with policies of the Texas Education Agency ....___ ___ yes no

434

Co.-Dist. No.______ ___

ATTACHMENT C--EXPLORATORY INDUSTRIAL ARTS

Note: The following additional information is necessary for 7-8 grade Exploratory Industrial Arts Units. It is not necessary to complete the teacher's daily schedule section on the unit application when the three quarter schedule is completed in Attachment C. In addition, the question regarding employers is not applicable.

Average Length of Class Periods on this Campus ____ Minutes

The Planned Instructional Program for the Year. Record information for all instructional units/courses to be offered on this campus, regardless of funding source. Under grade level columns, enter the number of days the instructional units/courses are offered to students. Place a single asterisk (*) by the number of days associated with units/courses for which funding is requested. Experimental units requested must be approved by TEA and submitted with a course outline and evaluation procedures with the application.

Course Title		6th Gr.	7th Gr.	8th Gr.	9th Gr.	Maximum Number of Quarters a Student May Take Units/ Courses While in the 7th and 8th Grades
Introductory General Shop						
Units:	Woodworking					
	Metalworking					
	Drafting					
	Electricity					
	Power Mechanics					
	Ind. Plastics					
	Printing					
	Photography					
	Ceramics					
	Jewelry					
	Textiles					
	Leatherworking					
	Experimental					
Introductory Construction Technology						
Introductory Manufacturing Technology						

Submit One Set Per Teacher

Co.-Dist. No. ________

ATTACHMENT C (Continued)

1. Teachers daily schedule:

PLANNED FIRST QUARTER SCHEDULE

Class Period	Time of Period		Assignment of Classes/Duties (List Approved Course)	Laboratory Number or Name	Estimated Enrollment by Grade Level 7-8
	From	To			

Note: If second or third quarter schedule remains the same as the first quarter, enter "same as first quarter."

PLANNED SECOND QUARTER SCHEDULE

Class Period	Time of Period		Assignment of Classes/Duties (List Approved Course)	Laboratory Number or Name	Estimated Enrollment by Grade Level 7-8
	From	To			

PLANNED THIRD QUARTER SCHEDULE

Class Period	Time of Period		Assignment of Classes/Duties (List Approved Course)	Laboratory Number or Name	Estimated Enrollment by Grade Level 7-8
	From	To			

2. If Introductory General Shop is requested, list the instructional units that are to be taught by the teacher named in this application.

	First Quarter	Second Quarter	Third Quarter
7-8 Grade Instructional Units			

3. The teacher named in this application has a minimum background of 45 clock hours of organized instruction in each unit/course assigned. ☐ Yes ☐ No If no, list deficiencies,

Co.-Dist. No. ____________

ATTACHMENT D--HOMEMAKING

NOTE: In addition to the schedules for new, additional or redirected unit(s), attach a schedule for each existing and continuing vocational homemaking teacher unit in the school district.

---

1. Total number of existing and continuing, additional, redirected, and new units requested for the school district . . . . ____________________

Homemaking (Useful).	____________
Cooperative Education.	____________
Pre-employment Laboratory.	____________
Combination Homemaking and Cooperative	____________
Combination Homemaking and Pre-employment.	____________
Combination Cooperative and Pre-employment	____________

2. State briefly the overall objectives of the proposed program and/or courses:

3. Number of in-school youth to be enrolled in Homemaking . . . . . . ____________
4. Number of youth from economically depressed homes to be enrolled . ____________
5. Number of out-of-school youth and adults to be enrolled in homemaking classes . . . . ____________
6. Number of out-of-school youth or adults from economically depressed homes to be enrolled . . . . ____________

7. State briefly how homemaking courses will meet the social, cultural, and economic needs of individuals and families: ____________________

8. Describe plans for encouraging participation of both males and females to prepare for combining the roles of homemakers and wage earners:

9. Describe plans for eliminating sex stereotyping in the vocational homemaking program: ____________________

Co.-Dist. No. ____________

ATTACHMENT D (Continued)

10. Describe plans for providing outreach programs in the community, such as for the aged, young children, school-age parents, single parents, and/or health care delivery systems: ____________________

11. Describe briefly the proposed plan for the summer phase of the homemaking program: ____________________

  a. Enrollment in the summer phase of the program in 1977: Youth ______; Out-of-school Youth and Adults (including Young Homemakers of Texas) ____;
  b. Proposed enrollment in the summer phase of the program in 1978: Youth ____; Out-of-school Youth and Adults (including Young Homemakers of Texas) ______.

12. Proposed arrangements to ensure an effective homemaking education program:

  a. A chapter of Future Homemakers of America will have regularly planned programs . . . . Yes___No___
  b. Work with adults, including Young Homemakers of Texas, will be conducted . . . . Yes___No___
  c. The money allocated for the homemaking department may be used by the teacher as a means of teaching budgeting and consumer education. . . . . Yes___No___
  d. Maintenance and custodial service for the homemaking department will be provided. . . . . Yes___No___
  e. Amount of money to be budgeted for:
    (1) new equipment and furnishings . . . . $__________
    (2) operation of department exclusive of equipment and furnishings . . . . $__________
    (3) for library and resource materials. . . . . $__________

13. Number of separate classes to be conducted and number of eligible students pre-registered for the following programs in 1977-78.

	Number of Classes	Estimated Enrollment
a. Homemaking Education I		
b. Homemaking Education II		
c. Homemaking Education III		
d. Homemaking Education IV		
e. Home and Family Living		
f. Child Development.		
g. Consumer Education		
h. Home Furnishings		
i. Home Management.		
j. Home Nursing		
k. Home Economics Cooperative Education		
l. Home Economics Pre-employment Laboratory Training . .		
m. Total of a through l . . . . Total		

Co.-Dist. No. ______________

ATTACHMENT D (Continued)

Daily Schedule for Existing Vocational Homemaking Teacher Units
1977-78

Name of School Campus ________________________ Name of Teacher ____________________

Period	Time of Period	Schedule of Classes and Other Duties	Student Enrollment Grades ____-____

Total: ________

Name of School Campus ________________________ Name of Teacher ____________________

Period	Time of Period	Schedule of Classes and Other Duties	Student Enrollment Grades ____-____

Total: ________

Name of School Campus ________________________ Name of Teacher ____________________

Period	Time of Period	Schedule of Classes and Other Duties	Student Enrollment Grades ____-____

Total: ________

Co.-Dist. No. ________

ATTACHMENT E--OCCUPATIONAL ORIENTATION

A. The school district making application for Occupational Orientation unit(s) agrees that approval and continuation approval is based upon acceptance of the following conditions regarding the duties of an Occupational Orientation teacher:

1. Shall work with administrators, teachers, employers, advisory committees and counselors to effectively develop an Occupational Orientation program in accordance with the Program Standards for Occupational Orientation.

2. Shall be responsible for the selection, administration, and interpretation of career interest inventories with the assistance of a counselor(s) where possible.

3. Shall work with administrators, counselors, and vocational teachers in providing for orientation of students as to the vocational offerings of the school district.

4. Shall assist with follow-up studies of former Occupational Orientation students, graduates, and dropouts with the intention of improving services to current students.

5. Shall work with "feeder" schools to explain and promote the Occupational Orientation program to prospective students.

6. Shall work with business and industry in planning and securing community resources to share the knowledge of the world of work in the classroom or laboratory to ensure the relevancy of the program.

7. The Occupational Orientation "Investigation" teacher shall (a) provide students the opportunity to make a study of the 15 occupational fields and at least five occupations in each of the fields; (2) give students an opportunity to know and interpret their interests and aptitudes; (3) make them knowledgeable of the societal factors that influence occupational decisions and opportunities; and (4) make them knowledgeable of educational programs and courses that will assist them in achieving their tentative career choices.

8. The Occupational Orientation "Exploration" teacher shall (a) provide students with the in-depth instruction in the occupational field or occupations to be explored; (b) provide students with appropriate "hands-on" experiences in the field or occupations being explored; and (c) assist in providing students with shadowing or observation experiences in the community and school to ensure relevancy in assisting students in making tentative career choices.

440

Co.-Dist. No. ________

ATTACHMENT E (Continued)

B. Enter the number of Occupational Orientation teachers presently employed by this school district; Investigation:______, Exploration: ________.

C. Enter the number of counselors presently employed by this school district for grades 7 through 12; Vocational:______, Other:_____.

D. Proposed Occupational Orientation Program to be Developed

1. The school district will develop a class schedule and program for students in accordance with Program Standards for Occupational Orientation and policies of the Texas Education Agency.

___ Yes ___ No

2. The school district assumes responsibility for developing and conducting an instructional program to meet the needs of all Occupational Orientation students.

___ Yes ___ No

E. Proposed Administrative Arrangements for Developing an Effective Occupational Orientation Program

1. The school district will provide classroom facilities, laboratory space, instructional supplies, and teaching aids in accordance with Program Standards for Occupational Orientation and policies of the Texas Education Agency.

___ Yes ___ No

2. The school district will provide adequate transportation for Occupational Orientation students to participate in study tours.

___ Yes ___ No

F. Attach a brief description of how an Occupational Orientation program will be utilized in the school district's total plan of "Guidance Services."

G. For an Occupational Orientation "Exploration" program, attach the following (1) BASIC COURSE OUTLINE identified by the name of the cluster to be explored. The outline should include a time block for each component of the course and (2) an EQUIPMENT LIST.

______________________________ Signature of Superintendent

______________________________ Program Director (TEA)

Co.-Dist. No. ________

ATTACHMENT F--GUIDANCE

A. Number of counselors and guidance personnel presently employed by the school district, grades 7 through 12, and funded as follows:

Name of School Campus	F.S.P. Based on P.U.	F.S.P. Vocational	F.S.P. Special Education	Local Funds

B. Number of new vocational counseling units applied for with campus or campuses each will serve:

Name of Campus (es)	Number Applied For

C. The applying school district understands that approval of this request and continuance of approvability are based upon agreement and acceptance of the following conditions regarding the duties of a vocational counselor:

1. The vocational counselor will function under the appropriate administrator.
2. Shall work with administrators, teachers, employers, and other counselors for effective dissemination of occupational information to students.
3. Shall be responsible for the selection, administration, and interpretation of test instruments used in assisting students in making career choices.
4. Shall be responsible for the identification of students who may benefit by enrolling in vocational education.
5. Shall work with administrators, counselors, and vocational teachers in providing for orientation of students relating to vocational offerings of the school.
6. Shall provide a job-placement program assisted by vocational teachers for students.
7. Shall assist in individual vocational counseling of students.

Co.-Dist. No. __________

ATTACHMENT F (Continued)

8. Shall assist with follow-up studies of former vocational students, graduates and dropouts with the intention of improving services to current students and of continuing services to former students.

9. Shall develop, when appropriate, a vocational guidance program for adults who may enroll in adult vocational programs conducted by the school.

10. Shall work with "feeder" schools regularly to explain vocational programs to prospective students.

D. 1. Has application been made to the Vocational Research Coordinating Unit for other vocational guidance and counseling services? ______

2. If yes, list type of service(s) requested and date of application. _______

____

E. Total number of students presently enrolled in allocated vocational units. ____

F. Attach a copy of the school's plan for "Guidance Services," grades 1-12. Give a brief description of how vocational counselor units will be utilized in the total plan of "Guidance Services."

______________________________ ______________________________

Signature of Superintendent Program Director (TEA)

Co.-Dist. No. __________

ATTACHMENT G--VOCATIONAL ADMINISTRATORS/SUPERVISORS

The person filling the first unit shall be the vocational administrator (director). Additional supervisory ancillary units shall be allocated on the basis of specific program need (for example, supervisor of cooperative teacher-coordinators).

A. Number of supervisory personnel presently in the school district for grades 7-12 earned or funded as follows:

F.S.P. Based on P.U.	F.S.P. Vocational	F.S.P. Special Education	Local Funds

B. Identify type of unit(s) requested; i.e., administrator (director) or supervisor (industrial, cooperative training, agriculture, homemaking, etc.).

C. Attach a copy of the school's plan for "Supervisory Services," grades 1-12. Give a brief description of how each vocational unit requested will be utilized in the total plan of "Supervisory Services."

D. The vocational administrator will be directly responsible to the superintendent or assistant superintendent of schools.

E. The applying school district understands that approval of this application and continuance of approvability is based upon agreement and acceptance of the following conditions regarding the duties of a vocational administrator (director).

The duties of a vocational administrator shall include as a minimum:

1. Working with business and industrial advisory committees to determine the need for, and the extent of, training for existing employment opportunities.
2. Developing occupational programs, services, and activities.
3. Developing specifications for material under consideration for acquisition.
4. Working with appropriate state agency for program approval and financial support and executing contracts for the signature of the chief administrator of the school district or college regarding reimbursement for instructional and other expenditures.
5. Consulting with administrator responsible concerning state requirements regarding purchase and reimbursement procedures.

411

Co.-Dist. No. ______

ATTACHMENT G--(CONTINUED)

6. Establishing student admission criteria for each instructional program.

7. Making recommendations to the chief administrator of the school district or college for personnel staffing.

8. Organizing and promoting inservice training programs for instructional and administrative personnel.

9. Maintaining adequate records and details for reporting purposes to local administrative and state offices responsible for financing of the programs.

10. Supervising the counseling, guidance, and testing of students as well as placement of graduates and maintaining adequate follow-up records on all students.

11. Encouraging and assisting with the development of youth organizations.

12. Assuming responsibility for conducting annual self-evaluation and assisting with five-year team evaluations.

F. The duties of a vocational supervisor shall include as a minimum:

1. Assisting the local administrator of vocational-technical education by working closely with business and industrial advisory committees to determine the need for, and the extent of, training for existing employment opportunities in the program being supervised.

2. Developing instructional programs including laboratory, shop, and classroom space requirements, and the equipment necessary for meaningful learning experiences designed to impart to students the necessary knowledge and skills for successful employment and making appropriate recommendations for adequate facilities in the program.

3. Assisting in developing specifications for material under consideration for acquisition.

4. Consulting with teachers concerning state requirements regarding purchase and reimbursement procedures.

5. Assisting in establishing student admission criteria for each course in the program.

6. Making recommendations to the administrator for vocational-technical education of the school district on the employment of staff for the instructional program.

7. Assisting in organizing and promoting inservice training programs for instructional personnel in the program.

8. Maintaining adequate records and details of the program for reporting purposes to local administrator of vocational-technical education.

Co.-Dist. No. _______

ATTACHMENT G (Continued)

9. Following up on effectiveness of training with special attention toward modification or redirection of curricula, course content, or teaching methods which will improve the quality of the courses in the program.

10. Assisting in administering the day-by-day detail of equipment and supply problems--a major item in any technical or vocational program.

G. Total number of presently allocated vocational teacher units. ____________

Total number of new and additional vocational teacher units being requested through this Application ____________________

____________________________ ____________________________

Signature of Superintendent Program Director (TEA)

Co.-Dist. No. ________

SECTION I

DEMOGRAPHIC DATA

A. MANPOWER NEEDS AND EMPLOYMENT OPPORTUNITIES AND SUPPLY RELATED TO OCCUPATIONAL PROGRAMS

1. Describe geographic area to be served by applicant (school or community college district, county(s), state, standard metropolitan statistical area, etc.)

2. Projected employment opportunities and supply****

USOE - D.O.T. Codes***		Occupational Program Title	Employment Opportunities*			Supply									Sources of Data*
						Vocational Output			CETA Output			Other Sector Output**			
USOE	D.O.T.		1977	1978	1982	1977	1978	1982	1977	1978	1982	1977	1978	1982	

(use additional sheets if needed)

* List source(s) of data for Employment Opportunity and Other Sector Outputs separately (see page 14).

** Proprietary Schools, etc.

*** See example on page 14

**** Supply -- means persons who have completed an occupational training program and are available for employment

Instructions for Completion Section I, Part A
Demographic Data

Part A

1. Identify the geographic service area the proposed vocational education programs will serve.

2. List the U.S.O.E. codes for the proposed programs, then list the major D.O.T. codes which correspond to the occupations (skills) for which training is provided.

3. List the occupational program titles which correspond to the U.S.O.E. Code Numbers.

4. List the current and projected employment opportunities for the instructional programs identified.

5. Supply

   a. Vocational Output - List persons who have completed vocational programs or left vocational programs prior to completion but have acquired marketable skills and are available for employment.

      A person classified as a completer is one who:

      (i) Successfully completed the required sequence of vocational instruction in their programs of study and graduated.

      (ii) Completed the vocational program requirements and left school without graduating.

      (iii) Terminated their training in a program prior to normal completion time but who have gained marketable skills and have been employed full time in the field for which they have been trained.

   b. CETA - List persons who have completed occupational training through an approved CETA program and are available for employment.

   c. Other Sector Output - List persons who have completed an occupational training program conducted by a proprietary institution or organization and are available for employment.

6. Sources of Data - List sources of data utilized in the planning process if other than those provided by the Texas Education Agency.

SECTION I

DEMOGRAPHIC DATA

A. MANPOWER NEEDS AND EMPLOYMENT OPPORTUNITIES AND SUPPLY RELATED TO OCCUPATIONAL PROGRAMS

1. Describe geographic area to be served by applicant (school or community college district, county(s), state, standard metropolitan statistical area, etc.)

2. Projected employment opportunities and supply****

EXAMPLE

USOE - D.O.T. Codes***		Occupational Program Title	Employment Opportunities*			Supply									Sources of Data*
						Vocational Output			CETA Output			Other Sector Output**			
USOE	D.O.T.		1977	1978	1982	1977	1978	1982	1977	1978	1982	1977	1978	1982	
14.0104		Machine Operator													E. O.
	214.488		20	30	35	10	10	15	10	10	12	10	15	15	Texas Employment Commission; L.E.A., Occupational Survey; Other Sources (List)
	215.388		8	10	12	4	6	10	4	6	6	8	9	11	
	215.388		7	8	4	2	4	6	3	3	5	4	6	10	
															Other Sector Output
17.0302		Auto Mechanics													
	620.281		10	10	12	5	5	5	6	7	9	8	8	10	Wm. Joachim Technical Inst. J. R. Sanderson Technical School
	620.281														
	620.381														

(use additional sheets if needed)

* List source(s) of data for Employment Opportunity and Other Sector Outputs separately (see page).

** Proprietary Schools, etc.

*** See example on page

**** Supply — means persons who have completed an occupational training program and are available for employment

Co.-District No.______ ____

Vocational Population To Be Served By Applicant

Provide in the format below demographic data which has been given due consideration in determining the vocational education needs of the school district. Underline source of data used: Statistical Abstract of the United States, City and County Data Book, Census of Population, Research Reports, State Surveys, Bureau of Labor Statistics, Texas Almanac, other (specify).

1	2	3	4	5	6
Enrollment of Local Education Agency	1978-79	1979-80	1980-81	1981-82	1982-83
B. 7th Grade					
8th Grade					
9th Grade					
10th Grade					
11th Grade					
12th Grade					
Totals					
Population Area For Those Who Are (Unduplicated):					
C. Disadvantaged (Unduplicated):					
Number who are economically disadvantaged					
Number who are educationally disadvantaged					
Number of persons (between the ages of 15 and 24) who cannot succeed in regular vocational programs becuase of their limited English-speaking ability					
D. Handicapped (Grades 7-12) Number of persons who are (Unduplicated):					
educable mental retarded					
trainable mental retarded					
hard of hearing					
deaf					
visually handicapped					
orthopedically handicapped					
other health impaired					
minimally brain injured					
language/learning disabled					
deaf-blind					
emotionally distrubed					
multihandicapped					
speech handicapped					
pregnant					
E. Number of persons already in the labor market who need training, retraining, or upgrading (adults) to achieve stability or advancement in employment					
Preparatory					
Supplemental					
Apprenticeship					

F. Current employment in area served by applicant institution

Number Employed ____________ Number Unemployed ____________

G. Describe the current economic standing of the area served by the applicant as follows: Percentage of low income families or individuals in your area __________; Percentage of unemployment in your area __________; Percentage of school dropouts __________; Percentage of youth unemployed _________.

Instructions for Completing Section I, Parts B, C, D, E, F, and G

Parts B, C. D, and E

Identify the estimated and projected number of school population eligible to be served in the identified categories.

Part F

Provide the current number of persons employed and unemployed residing in the identified service area.

Part G

List the percent of the total population of the identified service area for the categories specified.

SECTION II

County District Campus

SPECIAL NEEDS PROGRAMS

Remedial Education or Related Services

A. PROGRAMS FOR THE DISADVANTAGED

1. Occupational program or course(s) to which related ____________ U.S.O.E. Code(s) ____________

2. Funds expended for persons who are:	FUNDS											
	EXPENDED FUNDS FOR 1976-77. ESTIMATED FUNDS FOR 1977 THROUGH 1982											
	1976-77		1977-78		1978-79		1979-80		1980-81		1981-82	
	Local LEA	State TEA	Local LEA	State TEA	Local LEA	State TEA	Local LEA	State TEA	Local LEA	State TEA	Local LEA	State TEA
Economically disadvantaged												
Educationally disadvantaged												
Disadvantaged because of limited English-speaking ability												

Special Education or Related Services

B. PROGRAMS FOR THE HANDICAPPED

1. Occupational program or course(s) to which related ____________ U.S.O.E. Code(s) ____________

2. Funds expended for handicapped persons												

C. SUPPORTIVE SERVICES FOR SPECIAL NEEDS PROGRAMS

1. List the remedial education or related services to be provided the identified population. ____________

2. Funds expended for supportive services.	DISADVANTAGED											
	HANDICAPPED											

Instructions for Completing Section II
Special Needs Programs

1. Programs for the Disadvantaged

   a. List the occuptional instructional programs to which the proposed program is related.

   b. Identify the U.S.O.E. code which corresponds to the proposed instructional program.

   c. Identify the local and state funds expended for the years identified. Funds from local sources expended for supplemental materials and related training should also be identified.

2. Programs for the Handicapped

   a. List the occupational instructional programs to which the proposed program is related.

   b. Identify the U.S.O.E. code which corresponds to the proposed instructional program.

3. Supportive Services for Special Needs Programs

   a. Identify the local and state funds expended for the years identified. Funds from local sources expended for supplemental materials and related training should also be identified.

SECTION III

EXISTING AND PROJECTED PROGRAMS
(REGULAR, DISADVANTAGED AND HANDICAPPED)

SECONDARY ONLY

____ County ____ District ____ Campus

EXPENDED FUNDS FOR 1976-77
ESTIMATED FUNDS FOR 1977-82

A. Course (Unit) Title B. USOE Code No.	Year	# of Units	Enroll-ment	FUNDS Local (LEA)	FUNDS State (TEA)
A. ____	76-77				
____	77-78				
	78-79				
B. ____	79-80				
	80-81				
	81-82				

RESULTS OF LOCAL EVALUATION

Complete the following from local evaluation. (Evaluation data must be retained for 5 years.)

Male	Female	
____	____	Number who completed or left the program in school year 1976-77 who were available for employment. (Only continuing programs.)
____	____	Number employed in occupation trained.
____	____	Number continuing their education.

Employer follow-up shows that program should be:
(Do not complete for adult program.)
____ Continued as is ____ Improved ____ Discontinued

	Year	# of Units	Enroll-ment	Local (LEA)	State (TEA)
A. ____	76-77				
____	77-78				
	78-79				
B. ____	79-80				
	80-81				
	81-82				

Male	Female	
____	____	Number who completed or left the program in 1977 who were available for employment. (Only continuing programs.)
____	____	Number employed in occupation trained.
____	____	Number continuing their education.

Employer follow-up shows that program should be:
(Do not complete for adult program.)
____ Continued as is ____ Improved ____ Discontinued

	Year	# of Units	Enroll-ment	Local (LEA)	State (TEA)
A. ____	76-77				
____	77-78				
	78-79				
B. ____	79-80				
	80-81				
	81-82				

Male	Female	
____	____	Number who completed or left the program in 1977 who were available for employment. (Only continuing programs.)
____	____	Number employed in occupation trained.
____	____	Number continuing their education.

Employer follow-up shows that program should be:
(Do not complete for adult program.)
____ Continued as is ____ Improved ____ Discontinued

ARE PHYSICAL FACILITIES FOR THE ABOVE PROGRAMS AVAILABLE AND IN COMPLIANCE WITH THE PROGRAM STANDARDS FOR THE PROGRAM COURSE? YES ____ NO ____ IF THE ANSWER IS NO USE SEPARATE SHEET

APPENDIX B

Excerpts from:
Guide for Planning Vocational Programs in Local Education Agencies
November 1977

GUIDE FOR PLANNING VOCATIONAL PROGRAMS IN LOCAL EDUCATION AGENCIES

November 1977

Texas Education Agency

Secondary Programs
Department of Occupational Education and Technology
Texas Education Agency
201 East 11th Street
Austin, Texas 78701

After the original free distribution to authorized institutions, additional copies may be purchased for $1.00; however, with the increasing demand for educational material, the supply at times may be exhausted.

Since Texas Education Agency publications are not copyrighted, any or all sections of this bulletin may be duplicated.

460

PLANNING, CONDUCTING, AND EVALUATING PROGRAMS

PLANNING. The Texas State Plan for Vocational Education, developed pursuant to Public Law 94-482 (Education Amendments of 1976), requires that eligible recipients utilize a long-range and annual program plan. These plans are intended for improvement and expansion of occupational education programs. Detailed information and assistance regarding these plans will be provided by staff members of the Department of Occupational Education and Technology on a continuing basis.

In planning vocational programs, administrators must determine employment opportunities in the area served by the local education agency. Job opportunities must exist in sufficent numbers in the occupation or occupations for which training programs are being contemplated. This will give reasonable assurance that students who complete the program have ample opportunity to enter full-time employment in the job classification for which they have been prepared.

Employment opportunity and supply data (including persons being trained under the Comprehensive Employment and Training Act of 1973) will provide a definite and realistic basis on the immediate and continuing need for programs of occupational preparation. Collective enrollments in vocational programs of all institutions or agencies in the area served by the local education agency should be surveyed to determine supply figures.

Determining Needs of Populations. The needs of current and potential students in the area or community served by the local education agency (public school) must be assessed. Determination must then be made as to how and to what extent existing or new programs will meet these needs in view of employment opportunities.

Students to be enrolled in programs of occupational preparation must have as their objectives:

1. Entrance into full-time employment in the occupation for which they are to be trained upon completion of the program.

2. The aptitudes, abilities, and characteristics necessary for employment in the occupation for which they are to be trained.

Use of an Advisory Council. Planning and application for vocational programs shall be done in consultation with a local advisory council as required by law and with representatives of the educational and training resources available in the area served by the applicant institution.

Use of Evaluations. Evaluation results of programs conducted by the local education agency in previous years are essential to planning and conducting vocational programs.

Guidance and Counseling. Realistic guidance, counseling, and testing programs are needed in the schools. Guidance programs need to include information for students regarding opportunities for employment in the occupation or occupations for which training programs are contemplated and other information necessary for realistic vocational planning. Job placement and follow-up services must be provided for students leaving occupational preparation programs.

Resources. The planning process should consider the following resources: adequate classroom, shop, laboratory, on-the-job supervised work experience and training in cooperative programs, equipment, supplies, adequate time for instruction. Also, program coordination with employment, employment of educationally and occupationally competent instructors, and other facilities necessary for organizing and conducting vocational education programs of high quality preparing students for gainful employment.

Consultative Services in Planning. Staff of the Department of Occupational Education and Technology of the Texas Education Agency are available to assist local education agencies in determining needs for programs. Superintendents should request such assistance when they contemplate adding or expanding vocational programs. Requests for assistance should be made to the Division of Secondary Programs. Occupational data and employment forecasts available from the Texas Employment Commission will be utilized in determination of need, or in certain instances local surveys may be used.

CONDUCTING. Occupational education programs shall be conducted in accordance with the State Board policies and applicable program standards. All programs must be REALISTIC in the light of local and area manpower requirements and job opportunities; SUITED to the needs, interests, and abilities of students to benefit from the program in which they are enrolled so that they may acquire the knowledge and skills necessary for them to (1) make informed and meaningful occupational choices, (2) enroll in advanced technical education programs, and/or (3) become successfully employed in the occupations for which they are trained; and EFFECTIVE regarding the placement and successful employment of students--after completion of the program in which they were enrolled--in the occupation for which they were trained or in closely related occupations.

EVALUATING. Schools are required to evaluate the quality and effectiveness of each program being conducted and to make revisions and improvements as needed. Evaluation of occupational programs, services, and activities shall utilize the following criteria: (1) planning and operational processes such as (a) quality and availability of instructional offerings, (b) guidance, counseling, and placement and follow-up services, (c) capacity and conditions of facilities and equipment, (d) employer participation in cooperative programs of vocational education, (e) teacher/pupil ratios, and (f) teacher qualifications; (2) the results of student achievement as measured, for example, by (a) standard occupational proficiency measures, (b) criterion referenced tests, (c) other examinations of student's skills, knowledge, attitudes, and readiness for entering employment successfully. Additionally, the evaluations conducted shall include results of student employment success as measured, for example, by rates of employment and unemployment, wage rates, duration of employment, and employer satisfaction with performance of vocational education students as compared with performance of persons who have not had vocational education. The evaluations conducted will include the results of services to special populations, such as women, members of minority groups, and disadvantaged persons.

Evaluation is an ongoing activity throughout Texas' schools, and programs of occupational education must be included in this evaluation. Comprehensive evaluations, however, are required for all occupational education programs on three- to five-year cycles. Such comprehensive evaluations will consist of the following:

- A self-evaluation by local education agency personnel and selected members of the community
- Reports of the evaluation to the Department of Occupational Education and Technology, Texas Education Agency.

Schools are required to maintain follow-up records on the placement and employment of students (in-school youth and adults) after completing or leaving programs other than useful homemaking education, exploratory industrial arts, and occupational orientation. These records show students in the occupations for which they are trained, in other occupations, continuing their education at a higher level, and other follow-up information. The evaluation data on completers and leavers shall be collected at a date to be specified by the National Center for Educational Statistics, U.S. Department of Health, Education, and Welfare.

Advisory Councils. Local education agencies shall establish advisory councils to assist in planning, conducting, and evaluating occupational education programs. Members of local advisory councils shall be representatives of the general public and shall include at least one representative each of business, industry, and labor. The superintendent should appoint both employers and employees to the council. When a school is conducting several programs, council membership should represent the several occupational areas. Council subcommittees should be established so that specific assistance can be provided for individual course offerings.

Consultative Services and Evaluation by the Texas Education Agency. In cooperation with school officials, staff members of the Texas Education Agency provide interpretation of policies for initial and continuing approval of programs. In addition, the Agency provides consultative services on methods of organization and operation of programs, evaluation of the quality and effectiveness of programs, and recommendations for revision and improvement as needed.

ELIGIBLE STUDENTS

Eligible students are those to be counted in the minimum eligible membership required for allocation or reallocation of whole or fractional vocational teacher units. They must be school students of the district, legally enrolled and in regular attendance, except as provided for on page 37 under contracted instruction. Students who are 21 years of age or older as of September 1 are not eligible to be counted in the minimum number of eligible students required for a unit or fractional part of a unit. Students simultaneously enrolled in two vocational education programs preparing for gainful employment may be counted as eligible students in only one of the programs. Students enrolled in a useful homemaking course may also be enrolled in a gainful course and be counted as an eligible student in each.

The number of years for which a student may be counted as an eligible student in a program may not exceed the number of years for which the approved program is conducted in the school.

In addition to these eligibility requirements, each student enrolled in a given vocational education program must satisfy the requirements in Table I (pages 8-10).

Placement of Eligible Students in a Vocational Program. The following questions should be considered by vocational directors, supervisors, teachers, and counselors prior to enrolling a student in a vocational program:

1. Does the student possess background knowledge and other qualities needed to cope with the level and quantity of instruction required to meet the objective of the program?

2. Will it be necessary and feasible to design a program for students in order to meet their needs for occupation preparation?

3. Will the training enhance the student's employability?

4. Is the student/teacher ratio such that there is time to give attention to the student's needs for instruction?

5. Does the student have the desire to secure training to become employed?

TABLE I. SPECIFIC QUALIFICATIONS OF ELIGIBLE STUDENTS

(These specific qualifications are in addition to the general eligibility provisions cited on page 7)

	Grade Range	Minimum Age	Supervised Project	Employed in Approved Occupation	School Shop or Lab Experience
AGRICULTURE					
Production	9-12		See /1		
Cooperative Education	11,12	16		See /2	
Combination Cooperative Education and Production	9-12	**	See /1	See /2	
Pre-employment Laboratory	11,12	***			See /3
Combination Pre-employment Lab and Production	9-12	***	See /4		See /3
HOMEMAKING /5					
Homemaking Education (Useful)	9-12		See /6		
Preparation for Gainful Employment: Cooperative Education	11,12	16		See /2	
Combination Cooperative Education and Homemaking	9-12	**	See /6	See /2	
Pre-employment Laboratory	10-12				See /3
Combination Pre-employment Lab and Homemaking	9-12*		See /6		See /3
Combination Cooperative Education and Pre-employment Lab	10-12*	**		See /2	See /3
DISTRIBUTIVE					
Cooperative Education	11,12	16		See /2	
Pre-employment Laboratory	10-12				See /3
Combination Pre-employment Lab and Cooperative Education	10-12*	**		See /2	See /3

TABLE I. SPECIFIC QUALIFICATIONS OF ELIGIBLE STUDENTS (Continued)

	Grade Range	Minimum Age	Supervised Project	Employed in Approved Occupation	School Shop or Lab Experience
VOCATIONAL INDUSTRIAL					
Cooperative Education	11,12	16		See /2	
Pre-employment Laboratory for Skilled Occupations	10-12				See /3
HEALTH OCCUPATIONS					
Cooperative Education	11,12	16		See /2	
Pre-employment Lab	11,12				See /3
Combination Health Science and Co-op Ed	10-12	**			
Health Careers	10,11				See /9
TECHNICAL OCCUPATIONS					
Pre-employment Laboratory	11,12				See /3
VOCATIONAL OFFICE					
Cooperative Education	11,12	16		See /2	
Pre-employment Laboratory	11,12				See /3
Combination Pre-employment Lab and Cooperative Education	10-12	**		See /2	See /3
COORDINATED VOCATIONAL-ACADEMIC EDUCATION /7					
Cooperative Education	9-12	16		See /2	
Shop or Laboratory	7-12	14 See /8			See /3
VOCATIONAL EDUCATION FOR THE HANDICAPPED					
Cooperative Education	9-12	16		See /2	
Shop or Laboratory	7-12	14 See /8			See /3

*Pre-employment Laboratory phase in only grades 10 and/or 11.

**16 for the cooperative phase of a combination program.

***To be eligible for Pre-employment Laboratory, students must have been enrolled in high school for two full years.

/1 Each student must carry out an approved supervised experience program for six months each year of enrollment in production agriculture, or must have a supervised work experience program on a farm for a minimum of 525 hours during the year.

/2 Each student, while enrolled, must be employed part time in one of the approved occupations listed under the appropriate program of vocational education for a minimum of 15 hours per week. Seven of the 15 hours must be secured on weekdays, and a maximum of 8 hours may be secured on Saturday and/or Sunday.

A student may be counted as an eligible student from the date of employment provided an approved training plan is on file with the Texas Education Agency within two weeks after the date of employment.

/3 Each student is expected to pursue a program in manipulative processes, related and technical instruction, practical experiences, and planned field trips directly related to the occupation or cluster of occupations listed as an approved vocational shop or laboratory subject in the Guide.

/4 The production agriculture phase of the program may be given prior to, or in preparation for, the laboratory phase. However, production agriculture is not a prerequisite for enrolling in the laboratory phase.

/5 Both boys and girls in grades 9 through 12 are counted as eligible students in a sequence of Homemaking I, II, III, and IV. Boys and girls in grades 11 and 12 are eligible students when enrolled in Home and Family Living or specialized quarter courses.

/6 Each student enrolled in useful homemaking must carry out an approved supervised home experience program for a minimum of four weeks during each school quarter.

/7 For additional requirements, see the appropriate Coordinated Vocational-Academic Education program standards for the specific program being operated.

/8 Students must turn 14 years of age before the beginning of or during the school year.

/9 Each student will participate in manipulative processes and receive instruction related to an occupation cluster.

PARTICIPATION OF INELIGIBLE STUDENTS

A small school may use the unit for giving vocational instruction to a limited number of students who are not eligible to be counted in qualifying for a vocational unit, provided (a) there is documented evidence that these students have the interest, aptitudes, and ability to benefit from the program and have as their objective entrance into full-time employment, and that they have the aptitudes, abilities, and characteristics necessary for securing employment in the occupation for which the course is designed; (b) if such students are included, the teacher will have sufficient time to carry out the full scope of the course for which the unit was allocated or reallocated based upon eligible student membership; and (c) not more than 10% of any class section is made up of these non-eligible students.

ALLOCATION OF VOCATIONAL UNITS

General Information. To establish and retain eligibility for a vocational unit, or fractional part of a unit, the applying school agrees to meet and maintain the standards of the current Texas State Plan for Vocational Education and policies of the State Board of Education. The unit should be used for conducting vocational subjects only, except as otherwise provided in program standards. Violation of standards, policies, and uses of vocational units will result in cancellation or reduction of the unit allocation to a school district.

Vocational teacher units for vocational instruction are allocated on a student-teacher ratio as shown in Tables II and IV. The teacher units are allocated for "the purpose of conducting approved occupational programs. One-half or more units (based on enrollments) may be allocated to conduct an approved program." (Refer to program definition page 3 of this Guide.)

Time shall be scheduled by the school for supervision, planning, organizing, conducting, and coordinating the program by vocational teachers of vocational students in their required supervised farming programs, supervised work experiences, home experience programs, or part-time employment and on-the-job training in cooperative education programs. The school shall maintain a follow-up record of vocational students completing or leaving the program. In addition, the school shall maintain an inventory of equipment and tools which were purchased with the assistance of the Texas Education Agency.

To be eligible for a whole or fractional vocational teacher unit, a district must operate a four-year accredited high school or be certified by the Commissioner of Education as a four-year accredited high school during the current school year. Before a four-year accredited high school shall be eligible for consideration for a new or additional vocational teacher unit, or fractional part of a unit, it must justify reallocation of approved existing units in the same vocational field under the section of this policy on Reallocation of Vocational Teacher Units. It also must be eligible for an additional or fractional part of an additional unit under the Formula on Maximum Eligibility for Vocational Teacher Units. In addition to the eligibility requirements, a school desiring to expand vocational programs must submit to the Department of Occupational Education and Technology in their annual program application a request for new, additional, or redirected units.

The policy of the Texas Education Agency shall be to assist schools in providing instruction in each of the several occupational programs for which there is a need. Accordingly, consideration shall be given to applying schools having no vocational teacher unit in one or more of the programs, provided there is a need for such program or programs, before consideration is given to requests for additional or fractional units in the same vocational fields.

Requests for a vocational unit or a fraction thereof shall be a part of the annual application for vocational education of the school district. Applications will be considered in the light of the following information:
(1) Student needs, as determined by student interest and ability to benefit from instruction, which do not reflect sex bias or sex stereotyping by school

personnel; (2) Manpower needs and job opportunities, as determined by information received from best available sources, including the Texas Employment Commission, local advisory councils, chambers of commerce, and other workforce related programs; (3) Community interest, as indicated through surveys of representative groups of business people and advisory council members; (4) The expressed interest and desire of the eligible recipient for meeting the vocational education needs of its clientele; (5) Physical facilities, existing and projected, that will be available; (6) The relative number of low-income families or individuals within the service area of the eligible recipient; and (7) How results of evaluation of programs operated during previous years have been used to develop the proposed program.

Continuing need for programs conducted by a school shall be determined upon the basis of evaluations of the quality and effectiveness of programs. Also to be considered is the ability of the school to justify reallocation of vocational teacher units in accordance with the provisions of policies on allocation and reallocation of vocational teacher units.

Programs to prepare students for occupations, as identified in the annual Certified List of Courses for Occupational Education and Technology, are eligible for approval when justified. When programs to prepare students for other occupations are contemplated, prior approval must be made by the Department of Occupational Education and Technology. Each proposal must be submitted by the superintendent of schools for review by the Associate Commissioner for Occupational Education and Technology, working with the staff of the Division of Secondary Programs and the Division of School Accreditation. After completion of the review, the applying school will be notified as to acceptability of this proposal in relation to program accreditation and approval.

When an occupation other than those listed in each of the program standards is contemplated to be included in a program, prior approval must be obtained from the Department of Occupational Education and Technology. Each proposal must be submitted by the superintendent of schools for review by the Associate Commissioner for Occupational Education and Technology, working with the staff and directors of vocational programs.

Shared Vocational Units. Two school districts may apply for a shared vocational unit, provided the minimum requirements for allocation of the unit in each school are assured. Special consideration will be given to the approval of a vocational unit to be shared by two schools, one of which is participating in the Small Schools Project, in which the combined eligible membership of the two schools meets requirements for the allocation of a full unit. (If it is desired to have the unit discontinued, a letter requesting that the shared unit not be continued should be submitted by the superintendent of each school involved to the Associate Commissioner for Occupational Education and Technology, Texas Education Agency.)

Allocation by Months. Allocation of programs by months will be in accordance with the 175-day school term for vocational personnel paid on a 10-, 11-, or 12-month basis for 1977-78 and thereafter. Effective for the 1977-78 school year and thereafter, each public school district in Texas shall provide a minimum of 175 days of actual classroom instruction for pupils.

For 1977-78, all personnel occupying teaching positions and all other positions previously authorized for 10 months in the Minimum Foundation Program statutes, including teacher aides, shall be required to be on duty in the school district for 10 days. This is in addition to the 175-day instructional term, making a total of 185 days, exclusive of any holidays approved by the local board of school trustees.

For 1978-79 and thereafter, personnel shall be required to be on duty in the school district for 8 days in addition to the 175-day instructional term, making a total of 183 days. This requirement shall apply to all such personnel irrespective of whether they are paid from local, local and state, or federal funds.

Vocational Teachers. A vocational education teacher occupying a teaching unit approved on a 10-month salary basis shall be on duty for 175 days plus the inservice days required of all 10-month teachers.

A vocational education teacher occupying a teaching unit approved for 11 months shall be on duty for a total of 210 days, exclusive of any holidays approved by the local board of school trustees.

The teacher of homemaking education or a combination of homemaking education and pre-employment laboratory education employed for 11 months (210 days) shall work 27 days immediately after 10-month teachers are released from duty at the end of the school year if there are sufficient working days remaining before July 1, 1979. If the 27 days cannot be completed before July 1, 1979, the teacher may work the number of days required to complete the 27 days prior to the beginning of the 1978-79 school year. For example, if there are 22 working days from the last official school day through June 30, 1979, the teacher shall work 5 days prior to the time the 10-month teachers report for duty in 1978.

In a school employing more than one homemaking teacher on an 11-month basis, one or more of the teachers may be employed for a different 27-day period in 1978-79. However, contractual arrangements must be made with these teachers to comply with the 11-month period from July 1 through the following June 30 of the school year involved.

A teacher-coordinator occupying a cooperative education unit or a combination unit involving cooperative education approved for 11 consecutive months shall begin the term of employment 27 working days in advance of the date all 10-month teachers report for duty and end the term of employment at the close of the school year for all 10-month teachers.

A vocational teacher occupying a unit approved for 12 months shall be on duty for a total of 230 days exclusive of any holidays approved by the local board of school trustees.

Ancillary Personnel. Vocational administrator units are allocated for 12 months. This 12-month period consists of 230 days. Vocational supervisors and vocational guidance units are allocated for 10 or 11 months, based upon program needs. Ten-month periods consist of 185 days, and 11-month periods consist of 210 days. After the 1977-78 school year, the 10-month units shall be 183 days.

The exact nature of the service during the additional 27 days for 11-month personnel and 47 days for 12-month personnel shall continue to be determined by State Board of Education policy.

Allocation of Units in Budget Balance Districts. The policy for allocation and reallocation of vocational teacher units in Foundation School Program high schools shall apply to budget balance high schools.

Area Vocational Schools. Allocation of vocational teacher units to an area vocational school shall be the number of units needed for each approved program as justified by occupational opportunities in the area served by the school. Consideration will be given to the request for allocation of one vocational supervisor and one vocational counselor unit for an approved area school not fully meeting the requirements for such units.

Special Consideration of Unit Application. Special consideration may be given to an application for a vocational teacher unit or fraction thereof which, because of unusual circumstances, cannot conform to all the requirements herein established. For example, a change in administration or a school consolidation may be cause for special consideration.

TABLE II. ALLOCATION OF NEW (INITIAL) VOCATIONAL TEACHER UNITS FOR ALL PROGRAMS

Vocational units are allocated to assist schools in providing occupational preparation for their students. Under some circumstances described in footnotes of this table, personnel may keep a study hall. Vocational personnel may not be assigned nonvocational duties, such as driving a bus, lunchroom management or operation, and coaching during the school day. Additionally, they may not be assigned extracurricular activities that exceed the amount assigned other personnel who are carrying a full teaching load.

Programs	Number of Units	Minimum Number of Students	Minimum Number of Classes	Number of Months
Agriculture /1	1/2**	15	1	12
Production	3/4	22	2	12
Combination Programs: (Maximum of one specific comb. per campus)	1	30	2	12
Production and Cooperative (one class each minimum)	2*	72	2 each unit	12
Production and Pre-employment Laboratory (one class each minimum)	3 or more*	40 each unit	2 each unit	12
Homemaking /2	1/2***	15	2	10 /3
Homemaking Education (Useful)	3/4	22	2	10 /3
Combination Programs: (Maximum of one specific comb. per campus)	1	30	3	11
Homemaking and Cooperative /5	2	88	3 each unit	11
Homemaking and Pre-employment Laboratory	3 or more	56 each unit	3 each unit	11
Shop and Pre-employment Laboratory	1/2	15	1	10 /4
(Two and three period classes)	1	30	2	10
Agriculture, Homemaking, Distributive, Office, Health Occupations, Coordinated Vocational-Academic Education, Industrial Education	2*	72 (CVAE 60)	2 each unit	10
	3 or more*	40 each unit (CVAE-30 each unit)	2 each unit	10
Vocational Education for the Handicapped /4	1/2	12	1	10
	1	15	2	10

TABLE II. ALLOCATION OF NEW (INITIAL) VOCATIONAL TEACHER UNITS (Continued)

Programs	Number of Units	Minimum Number of Students	Minimum Number of Classes	Number of Months
Cooperative Education /5	1/2	15	1	10 /3
Agriculture, Homemaking, Distributive, Office, Health Occupations, Coordinated Vocational-Academic Education, Industrial Education	3/4	22	2	10 /3
	1	30	2	11
	2*	72 (CVAE 60)	2 each unit	11
	3 or more*	40 each unit (CVAE-30 each unit)	2 each unit	11
Vocational Education for the Handicapped /5	1/2	12	1	10
	1	15	2	10
Combination Cooperative and Pre-employment Laboratory (Minimum one class each) /5	3/4	22	2	10 /6
	1	30	2	11
Homemaking, Agriculture, Distributive, Office	When multiple units are requested for a single campus, a description of their intended use shall be included with the request.			
Industrial Arts, 7-8 grades				
80-minute classes - 4 period day	1/2	30	2	10
	1	60	3	10
80-minute classes - 5 period day	1/2	30	2	10
	3/4	45	3	10
	1	60	4	10
55-minute classes - 6 period day	1/2	30	3	10
	3/4	45	4	10
	1/2	60	5	10
45-minute classes - 7 period day	1/2	40	3	10
	3/4	55	4	10
	1	70	5	10
45-minute classes - 8 period day	1/2	40	4	10
	3/4	55	5	10
	1	70	6	10

Occupational Orientation				
Investigation Classes/ Exploration Labs				
70- and 80-minute classes - 4 period day	1/2	30	2	10
	1	60	3	10
70- and 80-minute classes - 5 period day	1/2	30	2	10
	3/4	45	3	10
	1	60	4	10
55- and 60-minute classes - 6 period day	1/2	30	3	10
	3/4	45	4	10
	1	60	5	10
40- and 50-minute classes - 7 period day	1/2	40	3	10
	3/4	55	4	10
	1	70	5	10
40- and 50-minute classes - 8 period day	1/2	40	4	10
	3/4	55	5	10
	1	70	6	10

*When located on the same school campus for multiple units in the same course.
**For Production Agriculture only.
***For Useful Homemaking only.

/1 A unit shall be operated on a 12-month basis. A three-fourths or one-half unit shall operate on the same basis as a full unit, with the school agreeing to pay the portion of salary not allowed from the Minimum Foundation School Program Fund and assigning the teacher full time in vocational agriculture.

A vocational agriculture teacher in either a full unit or fractional part of a unit may be assigned one study hall period each school day provided he/she is teaching no more than three class hours of vocational agriculture per day, if with one study hall assignment he/she will have sufficient time to carry out the full scope of the program.

/2 A full unit shall be allocated for either 10 or 11 consecutive school months. In each full unit allocated, a minimum of two class periods per school day shall be scheduled for each teacher for organization and supervision of the required home experience programs of students, providing programs of instruction for young and adult homemakers, sponsoring the Future Homemakers of America and Young Homemakers of Texas organizations in the school, securing and preparing instructional materials, compiling reports, and performing other necessary duties related to this program.

Approvable schedules for teachers employed in a full unit or in a fractional part of a unit are found in the Vocational Homemaking Education Program Standards.

/3 Application may be considered for allocation of a 3/4 or a 1/2 unit on an 11-month basis, with the applying school agreeing to pay the portion of salary not allowed from the Minimum Foundation School Program Fund, and assigning the teacher full time in this program.

/4 A unit with the teacher assigned full time in the program is allocated on a 10-month basis. A 1/2 unit is allocated on a 10-month basis with the teacher assigned for 1/2 time each school day in conducting at least the minimum number of classes required. Also, time will be spent in planning, organizing and supervising the vocational projects of students enrolled in the program, organizing instructional materials, and performing other necessary duties related to this program.

/5 A full unit of cooperative education or a full combination unit involving cooperative education shall be operated for 11 consecutive months of 210 days. Teachers will begin 27 working days in advance of the date all 10-month teachers report for duty prior to the beginning of the school term for the district, and ending not later than the last day all 10-month teachers in the district are on duty for the school year. A teacher employed in a full cooperative education unit, or in a fractional part of a cooperative education unit approved for 11 months with the school paying the portion of salary not allowed from the Minimum Foundation School Program Fund, may be assigned one study hall period each school day provided he/she is teaching no more than two classes in this program. This study hall assignment must not be scheduled at a time that interferes with the teacher's coordination responsibilities. Each teacher must have a minimum of two consecutive class periods for coordination of the cooperative education program.

/6 A unit in this combined program shall be allocated on an 11-month basis. A 3/4 unit is allocated on a 10-month basis. When at least 1/2 of the program is in cooperative education, an application may be considered for allocation of a 3/4 unit on an 11-month basis with the applying school agreeing to pay the remaining portion of salary and assigning the teacher full time in this program.

NOTE: Classes in each type of combined program must be conducted separately.

ALLOCATION OF ADDITIONAL VOCATIONAL TEACHER UNITS

To be considered for an additional unit, justification must be made of the need in the school and community for expansion of the program beyond the unit allocation previously made to the school. Consideration of applications for increasing unit allocations will be made in accordance with Table III, the Formula on Maximum Eligibility for Vocational Teacher Units.

TABLE III. FORMULA ON MAXIMUM ELIGIBILITY FOR VOCATIONAL UNITS

For each school district having 1 or more 4-year accredited high schools, the formula shall be applied to the established combined average daily attendance of all legal high school students, grades 9 through 12, within the district. CVAE, VEH, and Vocational Ancillary units are allowed in addition to the units indicated in the table below.

Established ADA Grades 9-12	Maximum Eligibility Regular Vocational Programs	Maximum Eligibility for Any One of the Vocational Programs
100 or less	2	1
101-150	3	2
151-200	4	2
201-250	5	2
251-300	6	2
301-350	7	3
351-400	8	3
401-450	9	3
451-500	10	3

Established ADA Grades 9-12	Maximum Eligibility	Maximum Eligibility of Any One of the Vocational Programs					
		Agriculture	Homemaking	Distributive	Health	Industrial	Vocational Office
501-800	13	3	4	3	1	3	3
801-1200	17	3	5	3	1	5	3
1201-1600	19	3	6	3	1	6	3
1601-2000	28	4	9	4	1	9	3
2001-2400	30	4	10	4	1	10	3
2401-2800	32	4	11	5	1	11	3
2801-3200	35	5	12	5	1	12	3
3201-3600	40	5	13	6	1	13	4
3601-4000	42	5	14	6	1	14	4
4001-4400	45	5	15	7	2	15	4
4401-6000	60	6	19	9	2	19	7
6001-8000	76	7	24	12	3	24	9
8001-10,000	93	8	29	15	3	29	12

10,001 and above	School districts in large population centers may be considered for units according to student needs and employment opportunities and for which standard facilities and equipment are maintained.

The minimum number of eligible high school students required to be enrolled in each vocational program shall be in accordance with Table IV of this policy.

In Table III, for a school district having an established high school ADA of 501 or above, a maximum of one unused unit from one program may be transferred to another, provided a need exists for the additional unit as determined by an occupational survey of the school and community.

A school district having previously been allocated units in excess of the maximum eligibility may retain such excess units, provided the school has the minimum average membership of eligible students for each unit or fractional part of a unit required in the policy on Reallocation of Vocational Teacher Units and provided standards are adequate in each program.

NEW AND ADDITIONAL VOCATIONAL UNITS ALLOCATED ON A BASIS OTHER THAN ESTABLISHED AVERAGE DAILY ATTENDANCE

The following units are allocated in addition to vocational teaching units which are allocated on established ADA.

Vocational Guidance and Counselor Units. A school district will be eligible to request vocational counselor units on the basis of one counselor for the first 300 students and one additional counselor for every additional 500 students regularly enrolled in approved occupational preparation programs. Consideration will be given to requests for the allocation of one-half counselor units for 150 vocational students enrolled.

Vocational Administrator Unit. A school district will be eligible to request one vocational administrator unit when it has a minimum of 10 full-time teaching units for in-school youth (or the equivalent of 10 full-time teaching units in four or more vocational program areas).

Vocational Supervisory Units. After the initial vocational administrator unit, vocational supervisor units will be allocated and reallocated based upon the local plan for utilizing these units and specific program area need. Individuals must be approved for supervisory units according to their specific program background.

Vocational administrative units shall be approved on a 12-month contract basis and vocational supervisor and vocational counselor units shall be approved up to an 11-month contract basis based on program needs. Vocational supervisor and vocational counselor units will be placed on Pay Grade 10c for the total number of months authorized. The vocational administrator unit and supervisory units will be allocated according to the following table:

Positions	Required Vocational Teaching Units*
1 Administrator	10 units up to 24
1 Supervisor	25 units up to 54
2 Supervisors	55 units up to 84
3 Supervisors	85 units up to 114
4 Supervisors	115 units up to 144
5 Supervisors	145 units up to 174
6 Supervisors	175 units up to 204
7 Supervisors	205 units up to ...

For each additional 30 units, an additional supervisor may be allocated.
*Includes CVAE, VEH, and exploratory industrial arts teachers.

Coordinated Vocational-Academic Education (CVAE). CVAE units shall be allocated based on the number of students to be served, requirements of Table II, and the standards on pages 25-26.

Vocational Education for the Handicapped (VEH). VEH units shall be allocated based on the number of students to be served, requirements of Table II, and the standards on pages 26-28.

REALLOCATION OF VOCATIONAL TEACHER UNITS IN FOUNDATION SCHOOL PROGRAM HIGH SCHOOLS

This policy section applies to approved vocational teacher units, or fractional parts of units, in effect in public schools during the previous school year, and shall apply to the reallocation of units or fractions thereof for the approaching school year. Reallocation of existing vocational units is contingent upon adherence to guidelines stated in Table II regarding minimum number of classes, number of months, and teacher assignments.

Determining Average Membership of Eligible Students in a Current School Year

In determining the eligibility of a school district for reallocation of existing units in each vocational program, the average membership of eligible students is computed. This average is determined as follows: record the eligible enrollment at the end of the first 20 days of school and the eligible enrollment at the end of the next three 20-school-day periods, add these four figures, and divide the sum by four. This computation gives the average eligible membership.

Note: School districts with a high percentage of migrant population may request permission to use the first six school-month periods to compute average eligible membership rather than the first 90 days just described. This written request must be submitted to the Director of Secondary Programs no later than December 1.

Minimum Average Eligible Membership Requirements for Reallocation of Units

As specified in Table IV for each of the programs of vocational education, a minimum average membership of eligible students enrolled during the first 90 school days of a current year shall be required for reallocation to a school of an existing fractional unit, full unit, and for more than one unit in the same vocational course. Reallocation of vocational homemaking units is made on a system-wide basis, except for separate units in cooperative education, pre-employment laboratory, and combination programs which are reallocated by each high school campus.

Procedure for Requesting Reallocation of Vocational Units

School officials desiring reallocation of existing vocational teacher units or fractional parts of units are required to certify each year:

1. The number of eligible students regularly enrolled in approved units in each vocational program on the last day of the first 20 days of school and on the last day of the next three 20-school-day periods of the current school year.

2. The average membership of eligible students regularly enrolled in approved units in each vocational program during the first 90 school days of the current school year.

3. The length of course conducted in terms of the number of years of instruction in each vocational program.

4. The results of follow-up on students who terminated program in previous year with a salable skill.

5. Employment opportunities in the occupation or cluster of occupations for which the vocational program is preparing.

Careful application of this policy will enable school officials to determine by February 1 of the current year the number of approved existing units or fractional parts of units which their high schools shall be eligible to have reallocated for the following year, provided standards are adequate in each program and evaluation of its quality and effectiveness justifies continued allocation of the unit.

Special Consideration of Reallocation of a Vocational Teacher Unit Because of Unusual Circumstances

Special consideration may be given to schools for reallocation of a vocational teacher unit which cannot conform to all the requirements herein established because of unusual circumstances.

Reallocation of a unit by special consideration may be approved for one year only. Such reallocation must be requested by the school superintendent or his/her designee.

The request for the reallocation with a written description of the unusual circumstances should be sent to the Director of Secondary Programs.

Special Provisions

Reducing a 12-month or an 11-month Homemaking Education Teacher Unit. A full vocational homemaking teacher unit originally approved for 12 or 11 months may be reduced to a unit approved for 11 or 10 months upon a request from the superintendent to the Director of Secondary Programs, Department of Occupational Education and Technology, Texas Education Agency.

Extending a 10-month or an 11-month Homemaking Education Unit. A school district desiring to extend an existing vocational unit for a longer period of time should make application for the extension in the Annual Application for Occupational (Vocational) Education. The Annual Application must include a satisfactory justification and plan for extending the vocational unit. An extensive adult education program and an unusually large enrollment of in-school youth are needed to justify the extended term of employment. This provision is not applicable to the pre-employment laboratory program or the cooperative education program when not conducted in a combined program with useful homemaking education.

Summer Educational Leave for 12-month Teachers. As a maximum, a teacher employed on a 12-month basis may attend school 3 weeks each summer, or 6 weeks every other summer, provided the teacher has earned the amount of time requested. For example, a teacher could attend school three weeks after having taught the previous year in a given school district.

TABLE IV. ELIGIBLE STUDENTS REQUIRED FOR (1) REALLOCATION OF EXISTING UNITS AND (2) ALLOCATION OF ADDITIONAL UNITS

The following numbers regarding units and students are minimum reallocation requirements. The maximum number in a class section shall not be greater than the number of classroom or laboratory training stations. Enrollment requirements for multiple units (in the same program, other than useful homemaking) are for multiple units on a school campus, and not for the school district.

TABLES APPLIED TO VARIOUS PROGRAMS

A. All Cooperative Education Programs and Production Agriculture

Units	Students	Units	Students	Units	Students
1/2	10	1-1/2	48	2-1/2	90
3/4	15	1-3/4	56	2-3/4	99
1	20	2	64	3 or more	36 each unit

CVAE - 1/2 - 10; 1 - 20; 1-1/2 - 40; 2 - 52; 2-1/2 - 65; 3 - 78

B. Shop or Pre-employment Laboratory Programs

Units	Students	Units	Students	Units	Students
1/2	10	2	64	3-1/2	126
1	20	2-1/2	90	4 or more	36 each unit
1-1/2	48	3	108		

CVAE - 1/2 - 10; 1 - 20; 1-1/2 - 40; 2 - 52; 2-1/2 - 65; 3 - 78
VEH - 1/2 - 6; 1 - 12

C. Combination programs for Agriculture, Distributive, Homemaking, Health Occupations, and Office (i.e., Pre-employment Laboratory and Cooperative Education, Production Agriculture and Cooperative Education, Production Agriculture and Pre-employment Laboratory, Homemaking Education and Home Economics Cooperative Education, Homemaking Education and Home Economics Pre-employment Laboratory Education, and Home Economics Cooperative Education and Home Economics Pre-employment Laboratory Education.)*

Units	Students
3/4	15
1	20

D. Homemaking Education (Useful)

Units	Students	Units	Students	Units	Students
1/2	10	2	80	3-3/4	195
3/4	15	2-1/2	130	4	208
1	20	2-3/4	143	4-1/2	234
1-1/2	60	3	156	4-3/4	247
1-3/4	70	3-1/2	182	5	260**

*Only one specific combination unit may be approved for one school campus.

**School districts having more than 5 units shall have a combined eligible membership averaging 52 students per unit.

E. Industrial Arts (grades 7-8)

	80- and 55-Minute Classes	45-Minute Classes
Units	Students	Students
1/2	30	40
3/4	45	55
1	60	70

The number of students required for reallocation on a multiple teacher campus is calculated per teacher on the chart above.

F. Occupational Orientation

	80- and 55-Minute Classes	50- and 45-Minute Classes
Units	Students	Students
1/2	30	40
3/4	45	55
1	60	70

The number of students required for reallocation on a multiple teacher campus is calculated per teacher on the chart above.

PROGRAMS FOR THE DISADVANTAGED

Purpose. Under provision of Sections 3 and 5 of Part I of the Texas State Plan for Vocational Education, local education agencies and post-secondary educational institutions may use funds to provide vocational programs designed to prepare disadvantaged persons for employment.

Local education agencies shall use to the maximum extent possible vocational funds to enable disadvantaged students to participate in regular vocational education programs. The removal of disadvantaged from the regular education environment may occur only when the nature or severity of the disadvantaged is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Regular Programs. When a disadvantaged student is placed in a regular vocational class, supplemental support should be provided which will assist the student in achieving the objectives of the regular vocational class or program. This supplemental support may take the form of (1) special program modifications; (2) the provision of remedial instruction in communication skills, computational skills, and occupational skills; (3) counseling; and (4) other services to the disadvantaged student enrolled in regular vocational programs.

Other support services include services which assist the student or potential student in:

a. Enrollment - Completing the necessary forms to enroll the person in the program.

b. Vocational Orientation - Informing the individual of the opportunities available as the result of training or work experience, vocational training courses planned for them, employer expectations, and available supportive services.

c. Assessment - Identifying strengths and weaknesses of the enrollee to assist him/her in developing capabilities. Through assessment, employability plans are developed and determinations are made regarding assignment of the enrollee to the appropriate vocational program components.

d. Referral to Supportive Services - Referral to agencies providing services designed to contribute to the employability of participants, enhance their employment opportunities, assist them in retaining employment, and facilitate their movement into unsubsidized employment.

e. Job Development - Working with public and private organizations and businesses to develop job opportunities for persons participating in vocational programs.

f. Placement - Assisting the students in obtaining employment upon their termination of occupational instruction.

g. Child Care Service - Providing for the care of children of students who would not be able to enroll in vocational education without the benefit of child care services.

482

Special Programs. In cases when it is most beneficial to the student, students may be placed in a separate specialized program because the nature or severity of the disadvantaged condition prevents the student from succeeding in regular programs even with modification or special provisions. In a separate specialized program, the students in the program consist exclusively of eligible disadvantaged students who have been identified as having a need for a specialized staff, remedial instruction, special materials or equipment, and supportive services in order to succeed in the special vocational education program.

Program Design. Special vocational programs for the disadvantaged shall be conducted to prepare the students for employment. The program shall include: (a) modified courses of occupational instruction; (b) remedial courses in communication and computational skills; (c) other supportive services as listed above; and (d) in the case of persons with limited English-speaking ability, English as a second language.

Using Regular Programs. If the vocational education needs of the educationally disadvantaged are to be met with occupational instruction of regular vocational programs, the following expenses of providing remedial instruction which exceed regular program costs are eligible for reimbursement:

A. Remedial Instructional Materials for development or improvement of reading, writing, and/or mathematical skills:

   - individualized instructional packages
   - instructional guides for teachers
   - audiovisual materials.

   Priority consideration should be given to materials that relate the academic skill being developed to the occupational instruction of each student.

B. Personnel. Reimbursement may be made on the cost of personnel when it is documented that additional personnel are required to provide the remedial instruction. When justified, reimbursement may be made on the cost of personnel on an hourly, part-time, or full-time basis.

If the students being served are educationally disadvantaged because of limited English-speaking ability, then all of the items listed above are eligible for reimbursement if they are needed for developing English communication skills.

Special Programs. Special programs of vocational education may be conducted for educationally disadvantaged persons in areas of high concentration of youth unemployment or school dropouts as provided for under Section 5, Part I of the State Plan.

The objective of Special Programs of Vocational Education for the educationally disadvantaged is to prepare the participants for employment. The Special Programs must provide occupational instruction, supportive remedial instruction in the areas of English communication skills (reading, writing, speaking) and computational (mathematical) skills, and support services of vocational guidance and counseling services which assist the student or potential student in:

493

a. *Enrollment*. The process of completing the necessary forms to enroll the person in the program.

b. *Vocational Orientation*. The process of informing the individual of the opportunities available as the result of training or work experience, to acquaint them with the vocational training program planned for them, to inform them of employer expectations, to inform them about available supportive services.

c. *Assessment*. The identification of strengths and weaknesses of the enrollee to assist him/her in developing capabilities. Through assessment, employability plans are developed and determinations are made regarding assignment of the enrollee to the appropriate vocational program components.

d. *Referral to Supportive Services*. Referral to agencies providing services designed to contribute to the employability of participants, enhance their employment opportunities, assist them to retain employment, and facilitate their movement into unsubsidized employment.

e. *Job Development*. Working with public and private organizations and businesses to develop job opportunities for persons participating in vocational programs.

f. *Placement*. Assisting the students in obtaining employment upon their termination of occupational instruction.

The following costs of providing special programs for the disadvantaged are eligible for reimbursement:

- Instructional costs
  - personnel
  - equipment
  - instructional materials
  - tools
  - rent of facilities and equipment.
- Guidance and Supportive Services
  - recruitment of school dropouts
  - vocational orientation
  - assessment of occupational aptitudes, English communication skills, and computational skills
  - job placement activities including follow-up.

Local education agencies and post-secondary institutions desiring to receive financial assistance for providing vocational education for the educationally disadvantaged may make application in their annual application to conduct vocational programs. Supplemental applications for meeting the needs of the educationally disadvantaged will be accepted after the annual application has been received.

Special Consideration. In the event the application is eligible to receive 100 percent funding, the applicant must provide for the participation of students enrolled in nonprofit schools in the area to be served whose educational needs are of the type which the program is to meet.

Program Operation. Occupational education shall be conducted in accordance with program standards of the respective administrative program area for which instruction is being conducted (i.e., Vocational Industrial Education).

Qualifications of Personnel. Vocational personnel conducting the special programs, remedial programs, or support services shall meet the qualifications as set forth in 1.32, Section 1, Part I of the State Plan and program standards.

Procedures for Making Application. Application shall be made in the "Annual Application for Vocational Programs." Administrators of local education agencies desiring additional information or supplemental application forms for programs for in-school disadvantaged youth should contact:

Director
Division of Secondary Programs
Department of Occupational Education
and Technology
Texas Education Agency
201 East 11th Street
Austin, Texas 78701.

Administrators desiring to conduct programs for disadvantaged adults should contact:

Director
Division of Adult Programs
Department of Occupational Education
and Technology
Texas Education Agency
201 East 11th Street
Austin, Texas 78701.

PROGRAMS FOR THE HANDICAPPED

Purpose. Under provision of Sections 3 and 5 of Part I of the Texas State Plan for Vocational Education, local education agencies and post-secondary educational institutions may use funds to provide vocational programs designed to prepare handicapped persons for employment.

Local education agencies shall use to the maximum extent possible vocational funds to enable handicapped students to participate in regular vocational education programs. The removal of handicapped from the regular education environment may occur only when the nature or severity of the handicapped is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Regular Programs. When a handicapped student is placed in a regular vocational class, supplemental support should be provided which will assist the student in achieving the objectives of the regular vocational class or program. This supplemental support may take the form of (1) special program modifications; (2) the provision of special remedial instruction; (3) counseling; (4) assignment of special personnel; and (5) other services to the handicapped student enrolled in regular vocational programs.

Other support services include services which assist the student or potential student in:

a. Enrollment - Completing the necessary forms to enroll the person in the program.

b. Vocational Orientation - Informing the individual of the opportunities available as the result of training or work experience, vocational training courses planned for them, employer expectations, and available supportive services.

c. Assessment - Identifying strengths and weaknesses of the enrollee to assist him/her in developing capabilities. Through assessment, employability plans are developed and determinations are made regarding assignment of the enrollee to the appropriate vocational program components.

d. Referral to Supportive Services - Referral to agencies providing services designed to contribute to the employability of participants, enhance their employment opportunities, assist them in retaining employment, and facilitate their movement into unsubsidized employment.

e. Job Development - Working with public and private organizations and businesses to develop job opportunities for persons participating in vocational programs.

f. Placement - Assisting the students in obtaining employment upon their termination of occupational instruction.

g. Child Care Service - Providing for the care of children of students who would not be able to enroll in vocational education without the benefit of child care services.

h. Special equipment, instructional aides, and materials.

Special Programs. In cases when it is most beneficial to the student, students may be placed in a separate specialized program because the nature or severity of the handicapping condition prevents the student from succeeding in regular programs even with modification or special provisions. In a separate specialized program, the students in the program consist exclusively of eligible handicapped students who have been identified as having a need for a specialized staff, remedial instruction, special materials or equipment, and supportive services in order to succeed in the special vocational education program.

Program Design. Special vocational programs for the handicapped shall be conducted to prepare the students for employment. The program shall include: (a) modified courses of occupational instruction; (b) special academic courses; and (c) other supportive services as listed above.

Student Eligibility. Only persons who are assessed as being handicapped in accordance with the definition of "handicapped persons" on page 2 of this Guide are eligible to participate in these programs.

Students identified as handicapped are eligible to enroll in occupational programs if they have been screened and recommended by the Admission, Review, and Dismissal Committee which has determined that such students can benefit from the instruction.

The Admission, Review, and Dismissal Committee will consider a handicapped student for assignment, continuation in, or dismissal from a regular or VEH occupational program. The campus principal shall be the chairperson for the Committee composed of the following people:

1. The local vocational administrator or vocational supervisor
2. The local special education director
3. The vocational teacher who will instruct the handicapped student if such student is recommended for training by the screening committee
4. An experienced special education teacher who can provide information needed by the Committee in making valid judgments regarding training of handicapped students
5. The vocational counselor
6. A parent of the student being considered for vocational training and the student
7. A person who can provide information regarding the results and interpretations of tests of vocational assessment or occupational evaluation of student(s) under consideration.

Assessment for the determination of the handicapping condition and identification of the individual pupil needs will be coordinated by the educational diagnostician of the local education agency. A qualified professional, as described in the special education eligibility criteria, is responsible for determining a person's handicapping condition.

497

Planning for the Handicapped. When it has been determined by the ARD (Admission, Review, and Dismissal) Committee that a student has a handicapping condition which prevents the student from succeeding in regular programs of vocational education without special services, plans should be developed to assist each student in enrolling in and pursuing a program of vocational instruction. In meeting the vocational needs of the handicapped, the following considerations should be observed in planning to meet the needs of individual students:

1. Assessment. Each handicapped student should be assisted in selecting an occupational preparation program based on each student's assessed ability, aptitude, and interest in an occupational objective. The appraisal process for handicapped students, as for all other students, should identify occupational aptitudes and abilities through special appraisal instruments and exploratory activities designed for the handicapped. The ARD Committee should review the results of each student's assessment (vocational assessment - occupational evaluation) and provide assistance in developing a plan of occupational preparation for each student.

2. Scheduling.

   . Adaptations of curriculum time allocations such as:

     .. shorter instructional period
     .. longer instructional period
     .. longer time for course completion
     .. summer orientation for remediation.

3. Curriculum Development.

   . Specifically assigned textbooks, instructional materials, and equipment modifications, including:

     .. individualized instructional packages
     .. materials in Braille
     .. large print materials
     .. signals which use sound rather than sight (safety devices)
     .. printed rather than verbal instructions
     .. signals which use sight rather than sound (safety devices)
     .. sound amplification devices
     .. adaptations of regular equipment, such as hand controls added to machines usually operated by foot controls
     .. special desks and worktables for students in wheelchairs
     .. simplified equipment
     .. simplified instruction guides and manuals.

4. Special Personnel.

   . Provision of vocational teacher assistants for handicapped students enrolled in regular vocational programs (i.e., auto mechanics, building trades, etc.) in the following roles:

- .. provide individualized instruction
- .. provide remedial instruction
- .. provide individualized observation for safety purposes
- .. assist regular teacher in working with and understanding handicapping conditions.

5. Physical Facilities.

    - . Adaptations in physical facilities to eliminate barriers which may prevent some students from participating in a vocational education program, including:
        - .. special lighting for visually handicapped persons
        - .. improvement of acoustics for hearing impaired
        - .. ramps, wider doors, and lower fountains for persons in wheelchairs
        - .. physical adaptations in restrooms and lunchrooms for handicapped persons.

6. Coordination of Agencies.

    - . Individual plans shall be developed for each handicapped person served, indicating services to be provided by various agencies.
        - .. Special Education
            - ... career awareness activities
            - ... career exploration activities
            - ... basic academic skill development
            - ... auxiliary aides, etc.
        - .. Vocational Rehabilitation
            - ... diagnostic and related services
            - ... counseling and guidance
            - ... telecommunications
            - ... placement in suitable employment, etc.
        - .. Vocational Education
            - ... specific job preparation
            - ... vocational guidance and counseling
            - ... follow-up services for students
            - ... curriculum development, etc.

7. Integrating the Handicapped Student. Plans for individual handicapped students shall be coordinated with plans for other students within the instructional group so that the handicapped student will be served as an integrated member of the group.

8. Other Services to the Handicapped.

    - . All services provided to nonhandicapped students must also be provided for the handicapped, including:

  - specific job preparation for occupations
  - cooperative arrangements between schools and employers
  - vocational guidance and counseling services
  - placement services
  - follow-up services for students who have completed or left vocational education programs.

Financing. When the vocational needs of handicapped students are met within regular vocational education programs, expenses of providing the following related services which exceed regular program costs are eligible for reimbursement:

1. Instructional Materials.
   - individualized instructional packages
   - materials in Braille
   - large print materials
   - printed rather than verbal instructions
   - simplified instruction guides and manuals.

2. Equipment.
   - signals which use sound rather than sight (safety devices)
   - signals which use sight rather than sound (safety devices)
   - sound amplification devices
   - adaptations of regular equipment, such as hand controls added to machines usually operated by foot controls
   - special desks and worktables for students in wheelchairs.

3. Assessment.
   - Vocational assessment services not provided or available from Special Education, Vocational Rehabilitation, or regular guidance services of the school. Guidance services include but are not limited to:
     - Assessment - Identifying strengths and weaknesses of the enrollee to assist him/her in developing capabilities. Through assessment, employability plans are developed and determinations are made regarding assignment of the enrollee to the appropriate vocational program components.
     - Vocational Orientation - Informing the individual of the opportunities available as the result of training or work experience, vocational training courses planned for them, employer expectations, and available supportive services.

4. Special Personnel.
   - Provision of vocational teacher assistants (teacher trainees - instructional) for handicapped students enrolled in regular vocational programs (i.e., auto mechanics, building trades, etc.) in the following ratios:
     - deaf, blind students - one teacher assistant per two students

  - emotionally disturbed - one teacher assistant per three students
  - physically handicapped, mixed handicapping conditions - one teacher assistant per five students
  - educationally mentally retarded and all others - one teacher assistant per five students.

  (Teacher assistant ratios listed above represent assistant allotments for each pre-employment laboratory. Assistants assisting in one class only shall be hired for half time.)

- Vocational teacher assistant qualifications:

  - high school graduate or equivalent
  - two years wage earning experience in the occupation to which assigned as an assistant or has completed an occupational preparation program in a community college and has demonstrated ability in that occupation to which assigned as an aide.

  (In addition to meeting the above requirements for approval, all teaching assistants must:)

  - attend specified workshops or complete specified courses approved by or conducted by the Texas Education Agency for continued approval
  - obtain written approval of the Department of Occupational Education and Technology, Texas Education Agency.

  (Application for approval should be submitted on Form VPD-020, Statement of Qualifications.)

Application for Supplemental Services. Application for supplemental services to meet the needs of the handicapped may be included in the annual application for vocational programs. When unusual circumstances prevail, a supplemental application may be made using Section E, Program or Course to be Conducted, PROGRAMS FOR THE HANDICAPPED, along with one copy of Section B, Vocational Population to be Served, which was previously submitted in the annual application.

If it is determined that the needs of handicapped students cannot be best met with regular vocational programs then under provisions of Section 3, Part I, of the Texas State Plan for Vocational Education, local education agencies and post-secondary educational institutions are eligible to use funds to provide special vocational programs [Vocational Education for the Handicapped (VEH)] designed to prepare handicapped persons for employment.

Special Assurances. The applicant must assume that funds requested for this program are consistent with the State Plan developed to carry out the provisions of P.L. 94-142, the Education of the Handicapped Act.

Application Procedures. Administrators of local education agencies desiring additional information regarding vocational programs for handicapped in-school youth should contact the Division of Secondary Programs.

Further information may be obtained by contacting:

Director
Division of Secondary Programs
Department of Occupational Education
and Technology
Texas Education Agency
201 East 11th Street
Austin, Texas 78701.

PROGRAMS FOR THE INVESTIGATION AND EXPLORATION OF OCCUPATIONS

Purpose. Local education agencies may make application for approval and financial assistance to conduct instruction designed to assist students in making informed occupational choices. Two types of programs which may be conducted to achieve this purpose are Exploratory Industrial Arts and Occupational Orientation.

EXPLORATORY INDUSTRIAL ARTS

Purpose. Local education agencies may make application for approval and financial assistance to conduct instruction designed to familiarize students with all aspects of technology, which includes exploratory activities relating to career, recreational, and consumer education.

Exploratory Industrial Arts--Grades 7-8. For an Industrial Arts program to qualify for occupational funding, it must provide as a minimum instruction which:

(a) pertains to a body of related subject matter, or related courses, organized for the development of understanding about all aspects of industry and technology, including learning experiences involving activities such as experimenting, designing, constructing, evaluating, and using tools, machines, materials, and processes; and which

(b) assists individuals in making informed and meaningful occupational choices.

Introductory Courses, Grades 7-8. The 7-8 grade program is a broad exploratory program that encourages students to explore different instructional units such as Drafting, Woodworking, Metalworking, Industrial Plastics, Photography, and Electricity. Seventh and eighth grade students are encouraged to take as many as six different instructional units.

Student Eligibility. Any student eligible to attend the public schools may enroll in Exploratory Industrial Arts.

Application Procedures. Administrators of local education agencies desiring to conduct programs of Exploratory Industrial Arts should make application for such programs in their annual application for vocational programs. For additional information, contact the Division of Secondary Programs.

Allocation. Industrial Arts programs may be allocated as vocational units (Exploratory Industrial Arts). Teachers are on contract for 10 months. Teachers assigned duties teaching two or more separate state-approved courses will be allocated as combination units. The assignment of teachers to duties outside of industrial arts is covered in program standards. Refer to Tables II and IV of this Guide for numbers of students required for full or fractional unit allocation.

Exploratory Industrial Arts--Grades 9-12. Industrial Arts programs which qualify as exploratory are those which:

(a) pertain to a body of related subject matter, or related courses, organized for the development of understanding about *all* aspects of industry and technology, including learning experiences involving activities such as experimenting, designing, constructing, evaluating, and using tools, machines, materials, and processes and

(b) assist individuals in making informed and meaningful occupational choices.

Program Organization. The program should be organized to consist of a series of courses which will provide students the opportunity to explore a cluster or a field of industrial occupations. Industrial occupations which may be explored include but are not limited to the occupational fields of communications, construction, manufacturing, and transportation.

Industrial Arts courses such as Drafting, Metalworking, Woodworking, Electricity, Masonry, and Finishing may be redirected to provide students the opportunity to explore occupations in the field of construction. Courses in photography and printing along with other courses could provide the curriculum for exploring the industrial occupations in the field of communications.

Eligible Participants. All students, grades 9 through 12, who are not enrolled in a program of occupational instruction are eligible to participate in exploratory programs.

Application Procedures. Administrators of local education agencies desiring to conduct demonstration programs of Exploratory Industrial Arts should make application for such programs in their annual application for vocational programs. In exceptional cases, application may be made using the proposal format of program improvement and support services. For additional information contact:

Director
Division of Secondary Programs
Department of Occupational Education
 and Technology
Texas Education Agency
201 East 11th Street
Austin, Texas 78701

OCCUPATIONAL ORIENTATION

Program Purposes. Local education agencies may make application for approval and financial assistance to conduct an Occupational Orientation program designed to provide vocational instruction for the purpose of assisting students in the making of meaningful and informed occupational choices. Occupational Orientation consists of two phases of instruction and organization which are Occupational Investigation, 7-8, and Occupational Exploration, 9-12.

Objectives of Courses

Occupational Investigation. Upon completion of Occupational Investigation, the student will have sufficient information to select one or more occupational families for in-depth exploration. In addition, the student will be better prepared to make a tentative educational plan for high school.

Occupational Exploration. Upon completion of exploration course(s), the student will be able to select a high school educational program which will be preparation for:

a. Entry into the labor market immediately upon leaving high school, or

b. Entry into post-secondary or bachelor's degree program preparing entry into the student's selected career, or

c. A combination of a and b if the student desires to delay or expedite continued preparation.

Course Organization. For an Occupational Orientation program to qualify for occupational funding, it must provide a minimum of instruction for each of the following phases:

Occupational Investigation. As an 8th grade placement, which may involve students in grades 7-8, students are scheduled for a minimum of one quarter and/or a maximum of three quarters of instruction, including related activities, to provide a minimum of instruction that will (1) provide students an opportunity to make a study of the 15 occupational fields and at least five occupations in each of the fields; (2) give students an opportunity to know and interpret their interests and aptitudes; (3) make them knowledgeable of the societal factors that influence occupational decisions and opportunities; and (4) make them knowledgeable of educational programs and courses that will assist them in achieving their tentative career choices.

Occupational Exploration--As a 9th grade placement, which may involve students in grades 9-12, students are scheduled for a minimum of one quarter and/or a maximum of three quarters of instruction, including related activities, to provide a minimum of instruction that will (1) provide students with in-depth instruction in the occupational field or occupations to be explored; (2) provide students with appropriate "hands-on" experiences in the field of occupations being explored; and (3) assist in providing students with shadowing or observation experiences in the community and school to ensure relevancy in assisting students in making tentative career choices.

Courses in Occupational Exploration may be offered in the occupational fields or clusters of (1) Agribusiness and Natural Resources; (2) Business and Office; (3) Communications and Media; (4) Construction; (5) Consumer and Homemaking Education; (6) Environment; (7) Fine Arts and Humanities; (8) Health; (9) Manufacturing; (10) Marine Science; (11) Marketing and Distribution; (12) Personal Services; (13) Public Services; (14) Recreation and Hospitality (tourism); and (15) Transportation.

Student Eligibility. Any eligible student attending a public school may enroll in an Occupational Orientation program.

Application Procedures. Administrators of local education agencies desiring to conduct an Occupational Orientation program(s) should make application for such program(s) in their annual application for vocational programs. For additional information and program standards, contact the state program administrator for Occupational Orientation and/or the Division of Secondary Programs, Texas Education Agency.

Allocation and Teacher Schedules. Occupational Orientation programs may be allocated as vocational units. Teachers are funded for 10 months. The qualifications, certification requirements, and assignment of teachers to duties outside of Occupational Orientation are covered in the program standards.

The allocation of full or fractional teacher units and the teacher daily assignment, number of class periods in the school schedule, and length of class periods shall be according to information on Tables II and IV of this Guide.

PROGRAMS TO PREPARE FOR ENROLLMENT IN ADVANCED TECHNICAL-VOCATIONAL INDUSTRIAL EDUCATION PROGRAMS

Purpose. Local education agencies may make application for approval and financial assistance to conduct instruction designed to prepare students for entry into advanced trade and industrial or technical education programs conducted by post-secondary institutions.

Industrial Arts programs which may qualify as preparatory for advanced industrial or technical programs are those which:

(a) pertain to a body of related subject matter or related courses, organized for the development of understanding about all aspects of industry and technology, including learning experiences involving activities such as experimenting, designing, constructing, evaluating, and using tools, machines, materials, and processes and

(b) prepare individuals for entry into advanced trade and industrial or technical education programs.

Program Organization. The program should be organized for 12th grade students only and consist of courses which prepare persons for entry into the many technical-vocational industrial programs conducted by post-secondary institutions. The curriculum for the courses shall be developed with the assistance and approval of the respective personnel of the technical-vocational industrial program of the post-secondary institution.

Administrators of local education agencies desiring to conduct such demonstration projects should contact:

Director
Division of Secondary Programs
Department of Occupational Education
and Technology
Texas Education Agency
201 East 11th Street
Austin, Texas 78701

ADULT VOCATIONAL EDUCATION PROGRAMS

Adult vocational education programs may be sponsored by a local education agency for persons who have (1) completed or left high school and who are available for study in preparing for entering the labor market or (2) already entered the labor market and who need training or retraining, including apprentices. Programs may be established in the following areas: Distributive Education, Health Occupations, Vocational Office Education, and Vocational Industrial Education. Three basic categories of classes may be established--preparatory, supplementary, and apprenticeship.

> Preparatory - Classes must be established for unemployed or underemployed individuals and must meet for a minimum of nine hours per week. The class length will vary based upon specific training objectives.
>
> Supplementary - These classes are for individuals who have already entered the labor market and need additional training or retraining to achieve stability or advancement. Length of classes is based upon the specific training objectives.
>
> Apprenticeship - Classes are available only through the Vocational Industrial Education program. These vary between 144 hours and 216 hours per year. Classes may be divided into quarter segments if the local education agency so desires.

School districts interested in providing the above services should contact the Texas Education Agency program director responsible for the program area in which training needs have been identified. The appropriate director will provide current information regarding availability of funds, class and student eligibility, and application procedures.

406

PART III

SELF-ASSESSMENT ANSWER KEY

Self-Assessment

1. Which of the following best describes the systems approach to vocational education planning? (Circle one)

   a. An inductive approach utilizing a master "blueprint" and conducted in a step-by-step manner.

   b. A deductive process focusing on problems to be solved and carried-out through the assessment of alternative solutions.

2. Which of the following are inherent aspects of all systems? (Circle all correct answers)

   a. Evaluation
   b. Purpose
   c. Content
   d. Planning
   e. Process

3. Briefly describe the relationship between suprasystems, systems, and subsystems.

4. List four reasons for developing a comprehensive vocational education program plan.

5. Identify all persons who should be involved in the vocational education program planning process.

6. Which of the following are major questions which the vocational program planning effort should address? (Circle all correct answers.)

   a. What are the vocational education needs and interests of students?

   b. What are the present and future employment opportunities of the community and/or area?

   c. Who are the community leaders that can make the best contribution to the vocational program by serving on the advisory council?

   d. What new programs, if any, should be offered?

   e. How many coop work sites are available to support cooperative vocational education programs?

   f. What students and/or groups of students should be served?

   g. How will the needed programs and services be financed?

7. What are the three types of data that should be collected during the needs assessment phase.

8. Identify at least four sources of manpower demand information at either the federal, state, or local levels which are readily available.

9. Identify at least five sources of supply data from either federal, state, or local levels which are readily available.

10. What is the purpose of the national and state level Occupational Information Coordinating Committees (OOIC) established under the Education Amendments of 1976?

11. When assessing individual needs and interests, the following types of data should be considered. Match the respective sources with the types of data as presented.

TYPE OF DATA	DATA SOURCE
a. Student vocational and educational interests.	1. Parent-community surveys, advisory committees, advisory council, follow-up studies.
b. Student needs.	2. Parent-community surveys, advisory council, advisory committees.
c. Parent preferences.	3. Student folders, transcripts, enrollment forms, follow-up surveys.
d. Adult training interests.	4. Standardized interest surveys, locally developed interest surveys, student personal files.

12. Identify the types of students with special needs who must be given prior attention under the Education Amendments of 1976. (Identify three.)

13. List the five criteria against which program alternatives should be judged.

14. Which of the following should be evaluated as part of the program evaluation phase? (Circle all correct answers.)

    a. Students.

    b. Staff and faculty.

    c. Equipment and facilities.

    d. Program goals and objectives.

    e. All of the above.

    f. A and B above only.

15. Identify the phases of the systems planning model.

501

Answer Key

1. Which of the following best describes the systems approach to vocational education planning? (Circle one)

   a. An inductive approach utilizing a master "blueprint" and conducted in a step-by-step manner.

   [✓ b.] A deductive process focusing on problems to be solved and carried-out through the assessment of alternative solutions.

2. Which of the following are inherent aspects of all systems? (Circle all correct answers)

   a. Evaluation
   [✓ b.] Purpose
   [✓ c.] Content
   d. Planning
   [✓ e.] Process

3. Briefly describe the relationship between suprasystems, systems, and subsystems.

   A suprasystems represents the environment in which a system must function. The system was created by the suprasystem for a particular purpose. The Subsystem represents a part of the system which is designed to carry out a single purpose, the accomplishment of which is necessary to the achieving the overall system objectives. An example in an educational setting should look like this: Vocational education is a subsystem of the larger general education system which was established by society (the suprasystem) for the purpose of educating the nation's youth.

4. List four reasons for developing a comprehensive vocational education program plan.

   a. *To assess individual needs and interests.*
   b. *To assess manpower supply and demand requirements.*
   c. *To develop effective vocational programs.*
   d. *Because it is required by the 1976 Education Amendments.*

5. Identify all persons who should be involved in the vocational education program planning process.

   a. *The local administrator.*
   b. *The staff planning committee (vocational teachers, counselors, department chairpersons, and appropriate representatives of the general education faculty.)*
   c. *The local advisory council (parents, students, general public, representatives of community organizations, business, industry, and labor.)*

6. Which of the following are major questions which the vocational program planning effort should address? (Circle all correct answers.)

   [✓ a.] What are the vocational education needs and interests of students?

   [✓ b.] What are the present and future employment opportunities of the community and/or area?

   c. Who are the community leaders that can make the best contribution to the vocational program by serving on the advisory council?

   [✓ d.] What new programs, if any, should be offered?

   e. How many coop work cites are available to support cooperative vocational education programs?

   [✓ f.] What students and/or groups of students should be served?

   [✓ g.] How will the needed programs and services be financed?

7. What are the three types of data that should be collected during the needs assessment phase.

   a. *Student interest and needs data.*
   b. *Demand data.*
   c. *Supply data.*

8. Identify at least four sources of manpower demand information at either the federal, state, or local levels which are readily available.

   a. *Manpower Report of the President.*
   b. *Occupational Outlook Handbook.*
   c. *Texas Employment Commission.*
   d. *Chamber of Commerce.*
   e. *Private employment agencies.*
   f. *Employer survey.*

9. Identify at least five sources of supply data from either federal, state, or local levels which are readily available.

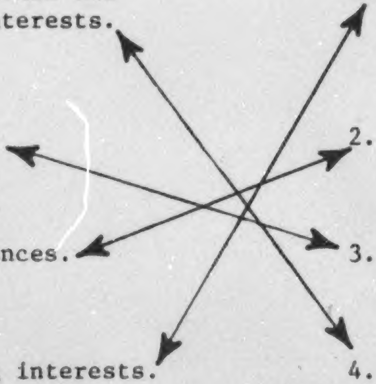
   a. *U.S. Office of Education.*
   b. *Bureau of Labor Statistics, Department of Labor.*
   c. *Regulatory agencies (FAA, ICC, FCC.)*
   d. *Texas Education Agency.*
   e. *Texas Employment Commission.*
   f. *Training institutions and agencies.*
   g. *Follow-up survey.*
   h. *Employer survey.*

10. What is the purpose of the national and state level Occupational Information Coordinating Committees (OOIC) established under the Education Amendments of 1976?

These committees must develop and implement an occupational information system to meet the common occupational information needs of vocational education programs and employment and training programs at the national, state, and local levels. The system is to include data on occupational demand and supply based on uniform definitions, standardized estimating procedures, and standardized occupational classifications.

11. When assessing individual needs and interests, the following types of data should be considered. Match the respective sources with the types of data as presented.

TYPE OF DATA	DATA SOURCE
a. Student vocational and educational interests.	1. Parent-community surveys, advisory committees, advisory council, follow-up studies.
b. Student needs.	2. Parent-community surveys, advisory council, advisory committees.
c. Parent preferences.	3. Student folders, transcripts, enrollment forms, follow-up surveys.
d. Adult training interests.	4. Standardized interest surveys, locally developed interest surveys, student personal files.



12. Identify the types of students with special needs who must be given prior attention under the Education Amendments of 1976. (Identify three.)

a. *Students who are physically and emotionally handicapped.*
b. *Disadvantaged students including those who are bilingual.*
c. *Students with special guidance or counseling needs.*
d. *Students who need help in overcoming sex bias.*

13. List the five criteria against which program alternatives should be judged.

a. *Likely effectiveness (quality) of each alternative.*
b. *Likely impact (quantity) of each alternative.*
c. *Estimate of the resources (cost) needed to implement each alternative.*
d. *Assessment of political feasibility.*
e. *Assessment of compatibility with current programs.*

14. Which of the following should be evaluated as part of the program evaluation phase? (Circle all correct answers.)

a. Students.

b. Staff and faculty.

c. Equipment and facilities.

d. Program goals and objectives.

[✓ e.] All of the above.

f. A and B above only.

15. Identify the phases of the systems planning model.

a. *Develop goals and objectives.*
b. *Needs assessment.*
c. *Program determination.*
d. *Program development.*
e. *Program implementation.*
f. *Program evaluation.*
g. *Recycle and up-date.*

IVA IMPROVING VOCATIONAL ADMINISTRATION

TRANSPARENCY MASTERS

TRANSPARENCY MASTERS

VOCATIONAL EDUCATION

(P.L. 94-482)

Organized educational programs which are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.

IVA 79:1:1

FISCAL TERMS

- APPROPRIATION - The setting aside of a designated sum of money for a particular purpose
- AUTHORIZATION - The maximum amount which may be appropriated for a specific purpose
- ALLOCATION - The apportionment of an appropriated sum to a particular organization of purpose

IVA 79:1:2

STATE PLAN FOR VOCATIONAL EDUCATION

- A PLANNING TOOL
- A CONTRACT
- A PREREQUISITE FOR FUNDS

STATE PLAN CONTENTS

PART I - ADMINISTRATIVE PROVISIONS

- STATE BOARD FOR VOCATIONAL EDUCATION POLICY
- PROGRAM STANDARDS
- PERSONNEL QUALIFICATIONS
- PROGRAM EVALUATION
- FISCAL PROCEDURES
- CURRICULUM DEVELOPMENT
- VOCATIONAL GUIDANCE AND COUNSELING

STATE PLAN CONTENTS

PART II - ANNUAL AND LONG RANGE PLAN

- MANPOWER ANALYSIS
- STATE NEEDS ASSESSMENT DATA
- CONSTRUCTION PROJECTS FORECASTED
- PLANNED EXPENDITURES
- PERSONNEL DEVELOPMENT PLAN

IVA 79:1:5

MAJOR LEGISLATION AFFECTING VOCATIONAL EDUCATION

- Smith-Hughes Act, 1917
- Vocational Education Act, 1963
- Vocational Education Amendments, 1968
- Education Amendments, 1976

IVA 79:1:6

SMITH-HUGHES ACT - 1917

- **THIS ACT PROMOTED VOCATIONAL EDUCATION IN THE AREAS OF:**
    - AGRICULTURE
    - TRADES AND INDUSTRY
    - HOME ECONOMICS

- **THIS ACT PROVIDED FOR THE AUTOMATIC APPROPRIATION OF $7.2 MILLION.**

  (THIS DIFFERS FROM CONTEMPORARY LEGISLATION WHICH PROVIDES FOR AN AUTOMATIC AUTHORIZATION.)

SMITH-HUGHES ACT - 1917

Required the States to:

- Designate a State Board for Vocational Education
- Prepare a State Plan for Vocational Education
- Make an Annual Report
- Provide programs only in schools under public supervision or control

IVA 79:1:8

VOCATIONAL EDUCATION ACT - 1963
(P.L. 88-210)

- The first modernization and revitalization of national legislation since the Smith-Hughes Act - 1917
- Shifted national emphasis from occupational categories to the needs of individuals and service to people
- Provide for a National Advisory Council on Vocational Education

IVA 79:1:9

VOCATIONAL EDUCATION AMENDMENTS OF 1968

- Recognized the Special Needs of:
  1. Disadvantaged
  2. Handicapped
- Created New Programs
  1. Cooperative Education
  2. Exemplary Programs
  3. Curriculum Development
  4. Special Programs for the Disadvantaged
- Established a National Advisory Council on Vocational Education
- Required State Advisory Councils on Vocational Education

IVA 79:1:10

EDUCATIONAL AMENDMENTS OF 1976

(P.L. 94-482)

TITLE II - VOCATIONAL EDUCATION

In addition to reaffirming the purposes of the 1963 and 1968 Acts, this legislation emphasized the following:

1. The improvement of state planning
2. The overcoming of sex discrimination

IVA 79:1:11

ALLOCATION OF FUNDS

(P.L. 94-482)

- COMMISSIONER OF EDUCATION - 5 % of the total appropriation
- INDIANS - 1 % (of the remainder)
- STATES - The remainder based on population distribution

IVA 79:1:12

STATE VOCATIONAL EDUCATION PROGRAMS

(P.L. 94-482)

- Subpart 1 - State Administration
- Subpart 2 - Basic Grant
- Subpart 3 - Program Improvement and Supportive Services
- Subpart 4 - Special Programs for the Disadvantaged
- Subpart 5 - Consumer and Homemaking Education

IVA 79:1:13

TITLE II: VOCATIONAL EDUCATION

(P.L. 94-482)

PART B - "NATIONAL PROGRAMS"

- Subpart 1 - General Provisions
- Subpart 2 - Programs of National Significance
- Subpart 3 - Bilingual Vocational Training
- Subpart 4 - Emergency Assistance for Remodeling and Renovation of Vocational Education Facilities

IVA 79:1:14

BLOCK GRANT SET ASIDES

(FOR SUBPART 2 AND SUBPART 3)

- HANDICAPPED - 10 Percent
- DISADVANTAGED - 20 Percent
- POSTSECONDARY PROGRAMS - 15 Percent

IVA 79:1:15

TITLE II: VOCATIONAL EDUCATION

(P.L. 94-482)

PART 104, SUBPART 2 - "BASIC GRANT"

(80% of Funds Received By States)

- Vocational Education Programs
- Work Study Programs
- Cooperative Vocational Education Programs
- Energy Education
- Construction of Area Vocational Facilities
- Provisions of Stipends
- Placement Services for Students

PART 104, SUBPART 2 - "BASIC GRANT"
(80% of Funds Received By States)
(continued)

- Industrial Arts
- Support Services for Women
- Day Care Services
- Construction of Residential Vocational Schools
- State Administration of 5 - Year Annual Plan
- Local Supervision and Administration of Vocational Education

IVA 79:1:17

TITLE II: VOCATIONAL EDUCATION
(P.L. 94-482)

SUBPART 3

"PROGRAM IMPROVEMENT AND SUPPORTIVE SERVICES"

(20% of Funds Received By States)

- Research
- Exemplary and Innovative Programs
- Curriculum Development Programs
- Guidance and Counseling Services
- Preservice and Inservice Training
- Grants To Overcome Sex Bias

IVA 79:1:18

STATE FUNDING FOR EDUCATION

Texas Foundation School Program

- Enacted under Gilmer-Aikin Law of 1949
- Allocation formulas established by state law or by the State Board of Education
- Cost shared jointly by the state and the local school districts

IVA 79:2:19

TEXAS FOUNDATION SCHOOL PROGRAM

Funds are provided to public schools for:

- Personnel salaries
- Maintenance and operation
- Transportation services
- Some categorical programs, such as:
  - .. Driver Education
  - .. Compensatory Education
  - .. Bilingual Education
  - .. Vocational Education
  - .. Special Education

IVA 79:2:20

TEXAS FOUNDATION SCHOOL PROGRAM

Local Share

SENATE BILL 1

- Local Fund Assignment Based On the Lesser of:
  - .. The Full Market Value of Taxable Property

    or

  - .. The Agricultural Use Value of Taxable Property
- Decreasing Local Share

IVA 79:2:21

TEXAS FOUNDATION SCHOOL PROGRAM

STATE SHARE

TWO REVENUE SOURCES

Available School Fund

- Established by the Texas Constitution
- Distributed According to District ADA
- Income From School Land Investments, Gasoline Taxes, Alcohol Taxes, and Other Designated Taxes

Foundation Program Fund

Supported by:

- General Revenue Fund
- Omnibus Tax Clearance Fund
- Certain Other Dedicated Taxes

IVA 79:2:22

LOCAL FUNDING

- Revenue generated by ad valorem taxes
- Generally used for school buildings and equipment
- May enrich the Foundation School program through:
  - .. Additional personnel
  - .. Salary increases above state minimum
  - .. Expansion of programs

IVA 79:2:23

REQUIREMENTS INHERENT IN FEDERAL PROGRAMS

- Separate and identifiable accounting records for each revenue source
- No commingling with other state and federal funds
- May not be used to reduce or supplant local funds
- Must be accounted for in accordance with prescribed procedures
- Must be matched with local and state revenues
- Must be identified and accounted for separately

IVA 79:2:24

FUNDING SOURCES FOR VOCATIONAL EDUCATION

FEDERAL

- Smith-Hughes Act
- 1976 Education Amendment, Title II

STATE

- Senate Bill 1
- Foundation School Program (State and Local Partnership)

LOCAL

- Ad Valorem Taxes

IVA 79:2:25

VOCATIONAL EDUCATION IN TEXAS

Under the 1976 Education Amendments
Title II, Part A

- **Block Grant to the State:**
    - Set Asides
        - 10% - Programs and Services for the Handicapped
        - 20% - Programs and Services for the Disadvantaged
        - 15% - Postsecondary Programs
    - Remainder of Block Grant
        - Subpart 2 - Basic Grant (80%)
        - Subpart 3 - Program Improvement and Supportive Services (20%)
- **Special Authorizations:**
    - Subpart 4 - Special Programs for the Handicapped (No Matching Required)
    - Subpart 5 - Consumer and Homemaking Education

IVA 79:2:26

Funds in Texas are Allocated for:

(Subpart 2 - Basic Grant)

- Regular Secondary Vocational Education
- Postsecondary Education
- Programs for the Disadvantaged
- Programs for the Handicapped
- Adult Education
- Work-Study Programs

IVA 79:2:27

SUBPART 3 - PROGRAM IMPROVEMENT AND SUPPORTIVE SERVICES

(P.L. 94-482)

Funds in Texas are allocated for:

- Research
- Exemplary Programs
- Curriculum
- Guidance Services
- Inservice Training
- Sex-Bias Reduction
- Planning and Evaluation
- Local Supervision and Administration

IVA 79:2:28

APPLYING FOR VOCATIONAL PROGRAMS AND SERVICES

- Regular secondary vocational education programs require an ANNUAL APPLICATION on forms developed by the Department of Occupational Education and Technology.
- Other vocational programs, services, research, and activities require submission of proposals developed in the format prescribed by the STATE PLAN.
- Supplementary guides for the development of proposals are available from Program Directors and/or the Research Coordinating Unit in the Department of Occupational Education and Technology.

IVA 79:2:29

TRANSPARENCY IVA 79:2:30 DELETED

ALLOCATION OF FUNDS TO LOCAL EDUCATION AGENCIES

Funding Priority: Applications from local education agencies which serve a high percentage of low-income families.

Basis for Funding Distribution: Relative ability of local education agency to provide resources

IVA 79:2:31

USE OF FUNDS FOR SECONDARY VOCATIONAL EDUCATION PROGRAMS

Federal and State funds are available through TEA for:

- Salaries of vocational teachers
- Travel of vocational teachers
- Instructional equipment for gainful programs
- Instructional improvement and operating costs

IVA 79:2:32

THE EDUCATION BUDGET

OPERATING BUDGET

- Planned on an annaul basis
- Expenditures such as: salaries, maintenance and operation, transportation, etc.
- Revenue from current tax and appropriation sources, renewed annually

CAPITAL BUDGET

- Reflects long-range planning
- Expenditures such as: land acquisition, building construction, major equipment, etc.
- Revenue usually from long-term bond issues

PHASES IN THE BUDGETARY PROCESS

I. PREPARATION

- By Administrative Staff
- By Instructional Staff

II. PRESENTATION

- To Board of Education

III. ADOPTION AND AUTHORIZATION

- By Board of Education

IV. ADMINISTRATION

- By Superintendent
- By Administrative Staff

V. EXECUTION

- By Superintendent
- By Administrative Staff

VI. APPRAISAL

- By Board of Education
- By Superintendent

IVA 79:2:34

PREPARING THE VOCATIONAL EDUCATION BUDGET

- Determine the Vocational Education Program
- Estimate Expenditures Necessary To Conduct The Program
- Estimate Revenues Expected From Local, State, and/or Federal Sources

IVA 79:2:35

PURPOSES FOR PUBLIC SCHOOL ACCOUNTING

1. To safeguard funds
2. To promote budgetary control
3. To provide information for policy formation
4. To provide information to the public and the school board
5. To provide data required for state reports
6. To show compliance with legal mandates

IVA 79:2:36

BULLETIN 679

FINANCIAL ACCOUNTING

- Developed by TEA
- Educator oriented
- Accounting procedure closely related to PPBS
- Simplified, efficient coding system
- Systematic basis for building a management information system
- Aids in determining cost-effectiveness of programs
- Basic management tool for planning and decision making

IVA 79:2:37

BULLETIN 679 - - ACCOUNTING CODE

Minimum Information Required By TEA:

- Fund (3 Digits)
- Function (2 Digits)
- Account Classification (1 Digit)
- Object Codes (3 Digits)

Additional Information:

- Sub-Object (1 Digit)
- Organization (3 Digits)
- Program (5 Digits)

IVA 79:2:38

AUDITS

- **Mandatory Annual Audit** by CPA's employed by the local education agency
- **Report of results** on forms prescribed by TEA
- **Periodic audits** of local districts by TEA auditors
- **All audit reports** available at TEA

IVA 79:2:39

ADMINISTRATION OF TRAVEL OF VOCATIONAL PERSONNEL

Administrator's responsibilities include:

- Knowledge of vocational travel regulations
- Supervising, coordinating, and approving all travel of authorized vocational personnel
- Coordinating travel to conserve energy
- Requiring monthly travel reports
- Verifying and approving or disapproving items of expense
- Maintaining accurate records
- Submitting required information and data to TEA to secure reimbursement

IVA 79:2:40

VOCATIONAL TRAVEL--REIMBURSEMENT RATES

Per Diem

- $30 per diem with lodging receipt
- $25 per diem without lodging receipt
- Partial per diem: (Out at least 6 hours)
  - Breakfast -- $4 -
  - Lunch -- $5
  - Dinner -- $6
- Out-of-State: Actual cost, up to $40 per diem; receipts required

IVA 79:2:41

VOCATIONAL TRAVEL--REIMBURSEMENT RATES

(continued)

Mileage

- Private Vehicle -- 18¢ per mile or whatever rate is given to other district travelers, up to this amount
- School-Owned Vehicle -- Actual expense up to 18¢ per mile per sponsoring vocational teacher
- Public transportation -- Actual expense with receipt

IVA 79:2:42

REIMBURSABLE TRAVEL PURPOSES

Within the District:

- To contact local groups and individuals to explain the vocational program
- To work with local advisory committees
- To secure follow-up data
- To confer with parents
- To examine and select equipment, materials, and supplies

REIMBURSABLE TRAVEL PURPOSES

(continued)

Within the District:

- To secure information on job requirements and employment conditions and opportunities
- To work with employers in planning instruction for students
- To make routine or special visits to training stations of students
- To plan and conduct educational field trips
- To develop and maintain local chapters of leadership organizations

IVA 79:2:44

REIMBURSABLE TRAVEL PURPOSES

(continued)

Outside the District:

- To participate in meetings and/or inservice workshops called by the Commissioner of Education when authorized by local administration
- To select equipment, materials, and supplies when approved by the superintendent
- To accompany vocational students to events approved by local policy
- To participate in youth organization meetings called by the commissioner and approved by the superintendent
- To attend meetings called by the Education Service Center, when approved by the Associate Commissioner for Occupational Education and Technology

IVA 79:2:45

REIMBURSABLE TRAVEL PURPOSES

(continued)

OUT OF STATE:

- To attend meetings of vocational youth organizations when approved through local policy (Reimbursable only when accompanied by members of the youth organization. Minimum Ratio: One teacher for four students.)

- To attend regional and national education conferences called by the USOE when approved through local policy (nonteaching personnel only)

REIMBURSEMENT OF VOCATIONAL TRAVEL FUNDS TO LOCAL DISTRICTS

- Vocational travel not included in maintenance and operation funds sent to the district out of the Foundation School Program
- Reimbursement accomplished through form VOC-068R77 (TEA-810), "Application for Reimbursement of Vocational Travel"
- Application due at TEA on or before the tenth of October, January, and July
- Must be signed by authorized school official

OBTAINING FUNDS FOR INSTRUCTIONAL EQUIPMENT

NOTE: Only new programs designed to prepare high school students for gainful employment are eligible for reimbursement for basic instructional equipment

PROCEDURES:

- Secure several bids on desired equipment
- Attach bids to complete copies of:

.. Vocational Education Funding Agreement (VOC-082R77)

PLUS

.. Reimbursable Equipment Schedule (VOC-052R73)

IVA 79:2:48

OBTAINING FUNDS FOR INSTRUCTIONAL EQUIPMENT

(continued)

- Secure signature and title of authorized school official
- Contact director of appropriate program area (agriculture, distributive education, homemaking, etc.) to determine other necessary procedures
- Send originals and copies of all forms to TEA
- Approval for purchase is obtained when pink copy is returned to the district
- After purchase, reimbursement can be requested

IVA 79:2:49

REIMBURSEMENT FOR CONTRACTED EXPENDITURES

Approved Contracted Expenditures May Include:

- Salaries
- Travel
- Equipment
- Instructional Supplies

REIMBURSEMENT FOR CONTRACTED EXPENDITURES

(continued)

Reimbursement Procedures:

- Contracted expenditures approved by TEA
  - .. Vocational Funding Agreement (VOC-082R77)
  - .. Financial Plan (VOC-090R77) accompanied by a Personnel Plan
- Funds expended
- Reimbursement requested
  - .. Application for Reimbursement (V0C-084)
  - .. Report of Project Expenditures--Continuation Sheet (V0C-088)

Note: All Forms Must Have Signature of Authorized School Official

IVA 79:2:51

SPECIAL VOCATIONAL EDUCATION OPERATING ALLOWANCE

- Authorized By State Legislature
- Authorized by state legislature
- $400 for each Vocational Teacher Unit
- Purpose: To directly benefit and improve the vocational course or class to which the vocational teacher is assigned
- Four expenditure categories:
  - .. Instructional supplies
  - .. Teaching aids
  - .. Expendable, short-lived tools or instruments
  - .. Technical library materials

IVA 79:2:52

SPECIAL VOCATIONAL EDUCATION OPERATING ALLOWANCE

(continued)

- Must supplement, not replace, local funds budgeted for vocational education
- Records of expenditures from the operating allowance must be separate from those from local sources
- Should be spent by April 1 but may be "carried over"
- "Report on Expenditures for the Operation of Approved Vocational Units" (VOC-061R7S)--Due at TEA by April 1

IVA 79:2:53

HISTORIC NATIONAL ADVISORY PANELS

- The Commission on National Aid to Vocational Education (1914)
- The Panel of Consultants on Vocational Education (1961-1962)
- The Advisory Council on Vocational Education (1968)

IVA 79:3:54

EDUCATIONAL AMENDMENTS OF 1976
TITLE II: VOCATIONAL EDUCATION

P.L. 94-482

EC 105. (A) Any State which desires to participate in programs under this Act for any fiscal year shall establish a State advisory council . . .

(B) Each eligible recipient receiving assistance under this Act to operate vocational education programs shall establish a local advisory council. . ."

IVA 79:3:55

WHY HAVE A COUNCIL?

- To open channels of communication with the public
- To coordinate school programs with training programs of employers, public agencies, and private schools
- To sell vocational education to business and industry
- To determine community needs
- To insure program relevancy

IVA 79:3:56

ADVISORY COUNCIL FUNCTIONS

- To help develop and evaluate vocational programs
- To help promote and publicize the vocational programs
- To coordinate and support occupational advisory committees

IVA 79:3:57

ACTIVITIES WHICH HELP TO DEVELOP AND EVALUATE VOCATIONAL PROGRAMS

- Conduct community needs assessments
- Help establish new vocational programs as needed
- Assist in cost analysis of specialized programs
- Assist in budget preparation and review

IVA 79:3:58

ACTIVITIES WHICH HELP TO DEVELOP AND EVALUATE VOCATIONAL PROGRAMS

(continued)

- Help establish student proficiency standards
- Assist in developing programs for the disadvantaged and handicapped
- Assist in developing continuing education programs for adults
- Help plan student placement programs
- Establish cooperative relationships between school and industry

IVA 79:3:59

ACTIVITIES WHICH HELP TO DEVELOP AND EVALUATE VOCATIONAL PROGRAMS

(continued)

- Assist in equipment selection and acquisition
- Assist in preparation and evaluation of one- and five-year plans
- Help review, evaluate, and update existing occupational programs
  - Course of study
  - Physical facilities
  - Equipment
  - Laboratory layout
- Identify community resources to assist occupational programs

IVA 79:3:60

ACTIVITIES WHICH HELP TO PROMOTE AND PUBLICIZE VOCATIONAL PROGRAMS

- Provide speakers
- Provide news releases
- "Sell" vocational education to friends, clubs, business associates
- Advise employees and employers of school programs
- Participate in radio and television programs designed to educate the public about vocational education
- Attend and participate in education workshops and conferences
- Encourage employees to invite students, administrators, and teachers for a visit
- Support vocational education legislation and bond issues

IVA 79:3:61

ACTIVITIES WHICH COORDINATE AND SUPPORT PROGRAM AREA COMMITTEES

- Receive and react to program area committee recommendations
- Receive program area committee minutes
- Provide the communication link between program area committees and school administration
- Represent the community's TOTAL vocational program needs

ORGANIZING AN ADVISORY COUNCIL

1. Cultivate a supportive attitude
2. Check for the existence of prior councils
3. Secure board approval
4. Develop a Statement of Purposes
5. Develop a Charter
6. Select members
7. Appoint members
8. First Meeting
9. Second Meeting
10. Functioning council

IVA 79:3:63

STATEMENT OF PURPOSES

The STATEMENT OF PURPOSES should contain the following:

- The title of the local board
- Proposed purposes of the council
- Proposed functions of the council

ADVISORY COUNCIL CHARTER

The CHARTER should contain as a minimum the following elements:

- Name of the advisory council
- General purposes
- School policy
- Relationship between the council and the board
- Authorization and appointment of the selection committee

IVA 79:3:65

ADVISORY COUNCIL CHARTER

(continued)

- Criteria for selection of council members
- Terms of office
- Guidelines for council activities
- Procedures for minutes
- Provisions for maintenance and termination of the council

SELECTION OF COUNCIL MEMBERS

- NUMBER OF MEMBERS
  - General council - 9-12 members
  - Occupational area committee - 5-9 members
- TYPE OF MEMBERS
  - Community leaders (gov't, civic associations, business, industry, trade unions, etc.)
  - Interested in vocational education

SELECTION OF COUNCIL MEMBERS

(continued)

- QUALITIES MEMBERS SHOULD POSSESS
  - Respect of the community
  - Intelligence, integrity, courage
  - Enthusiasm
  - Ability to work well in groups
  - Available time to attend meetings
  - Cooperative, civic, and responsible attitude

PLANNING THE FIRST MEETING

- Determine a convenient date
- Reserve a meeting room (informal, comfortable atmosphere)
- Mail out invitations and agenda (at least 2 weeks prior to meeting)

IVA 79:3:69

PLANNING THE FIRST MEETING

(continued)

- Set up meeting room
    - Agenda
    - List of advisory and ex officio members
    - Charter
    - Statement of purposes
    - Name cards
    - Pencil and paper
- Refreshments

FIRST COUNCIL MEETING

- Introduce functions, role and responsibilities of the council
- Present brief overview of vocational education
- Establish procedures for developing bylaws
- Initiate council officers selection process
- Establish time, date, and place for next meeting

SECOND COUNCIL MEETING

- Review accomplishments of the first meeting
- Adopt bylaws
- Elect officers
- Initiate development of an annual program of work plan (Ad Hoc Committee)
- Identify an initial area of concern
- Short presentation on some phase of vocational education
- Establish time, place, and date for next meeting

IVA 79:3:72

ROLE OF THE ADMINISTRATOR

- Facilitate communications between the council and the school
- Seek advice and follow-up on all suggestions
- Involve council members in school activities
- Present opportunities for council members to learn more about students
- Recognize the accomplishments and efforts of the council

IVA 79:3:73

ADMINISTRATORS Should:

- Advise the council on the status of their suggestions
- Advise the council on school regulations
- Help plan the agenda with the chairperson
- Be knowledgeable of problems presented to the council
- Seek out and listen to the advice and opinions of council members
- Take time to listen to council members
- Provide council members with background information prior to discussion of school problems

IVA 79:3:74

ADMINISTRATORS Should not:

- Underestimate the intelligence of council members
- Allow the council to become administrative in function
- Initiate programs without consulting the advisory council
- Take action within council responsibility without consultation
- Make the objectives of the council too broad
- Ignore council's recommendations
- Make promises outside their authority or school policy
- Solicit advice or offer advice on matters within the realm of authority of school administration

IVA 79:3:75

ROLE OF THE CHAIRPERSON

- Starts and stops meetings on time
- Conducts meetings in a business-like manner
- Introduces discussion topics
- Solicits opinions from ALL members
- Directs discussion to relevant issues
- Closes by summarizing and getting group consensus

ROLE OF THE SECRETARY

- Plans agenda with chairperson
- Provides copies of agenda to all members
- Notifies members of date, time, and place of meeting
- Makes and verifies meeting room reservations
- Prepares any special reports

IVA 79:3:77

ROLE OF THE SECRETARY
(continued)

- Invites top-level administrators, staff members, etc., when appropriate
- Arranges for any special equipment
- Reminds members of meeting
- Prepares reports of action taken on recommendations
- Records, maintains, and distributes minutes of meeting

IVA 79:3:78

TEXAS STATE ADVISORY COUNCIL FOR TECHNICAL-VOCATIONAL EDUCATION

- Established in 1969 (P.L. 90-576)
- Composed of 24 members
- Organized for the purpose of: "Establishing a climate conducive to the development of technical, vocational, and manpower training in educational institutions in the state of Texas to meet the needs of industrial and economic development of the State."

IVA 79:3:79

MAJOR GOALS OF THE U.S. OFFICE OF EDUCATION

- To equalize the opportunity for education for all individuals and groups
- To improve the quality and relevance of American education
- To provide financial and technical support to libraries, to state and local education agencies, to developing institutions of higher education, and to adult and vocational education

IVA 79:4:80

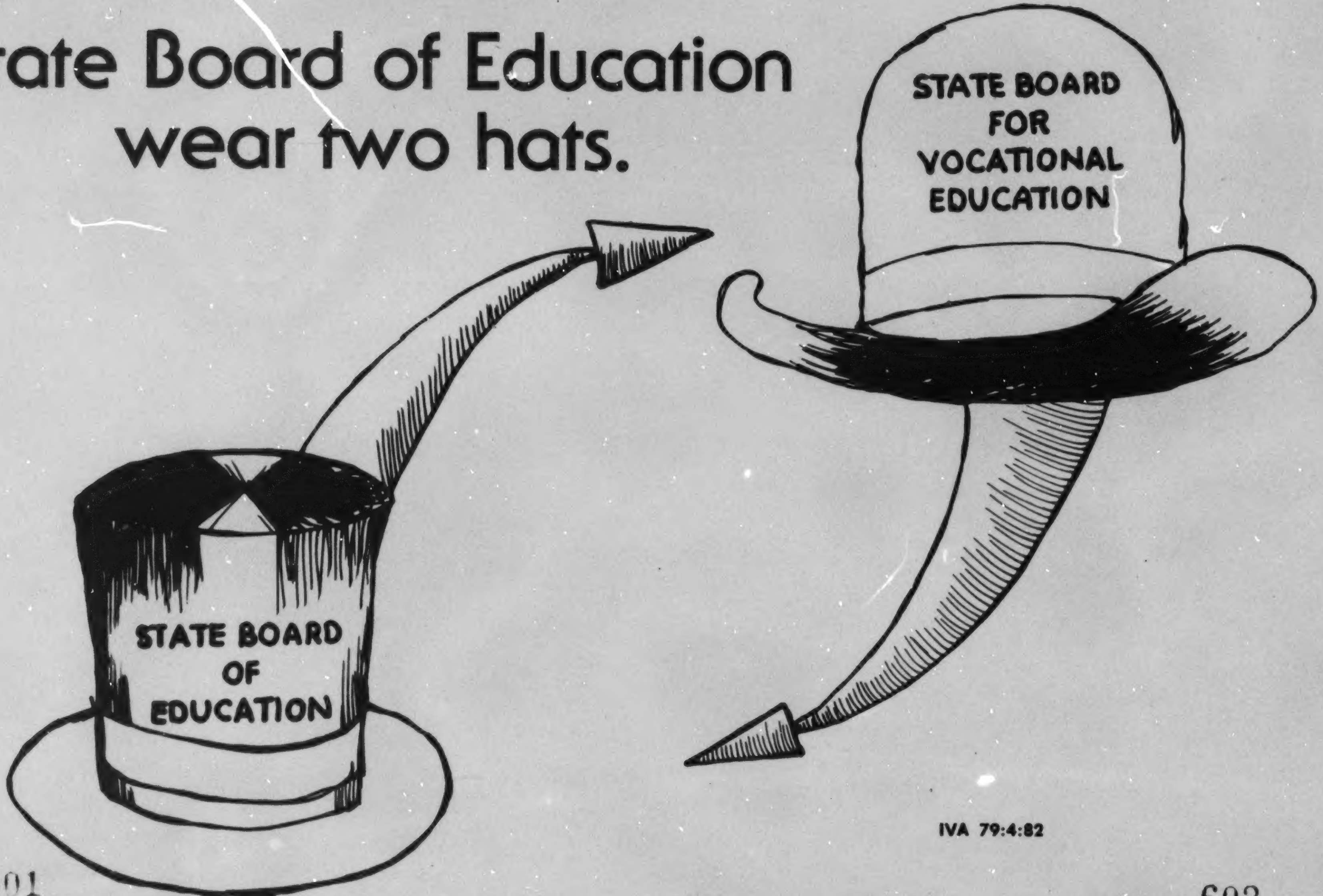
MAJOR FUNCTIONS OF THE BUREAU OF OCCUPATIONAL AND ADULT EDUCATION

- Collecting statistics and facts showing the condition and progress of vocational education
- Disseminating information on organization and management of schools
- Studying methods of teaching
- Promoting the cause of vocational education
- Approving State Plans
- Promoting research through special grants
- Approving the transfer of funds
- Auditing the use of funds

IVA 79:4:81

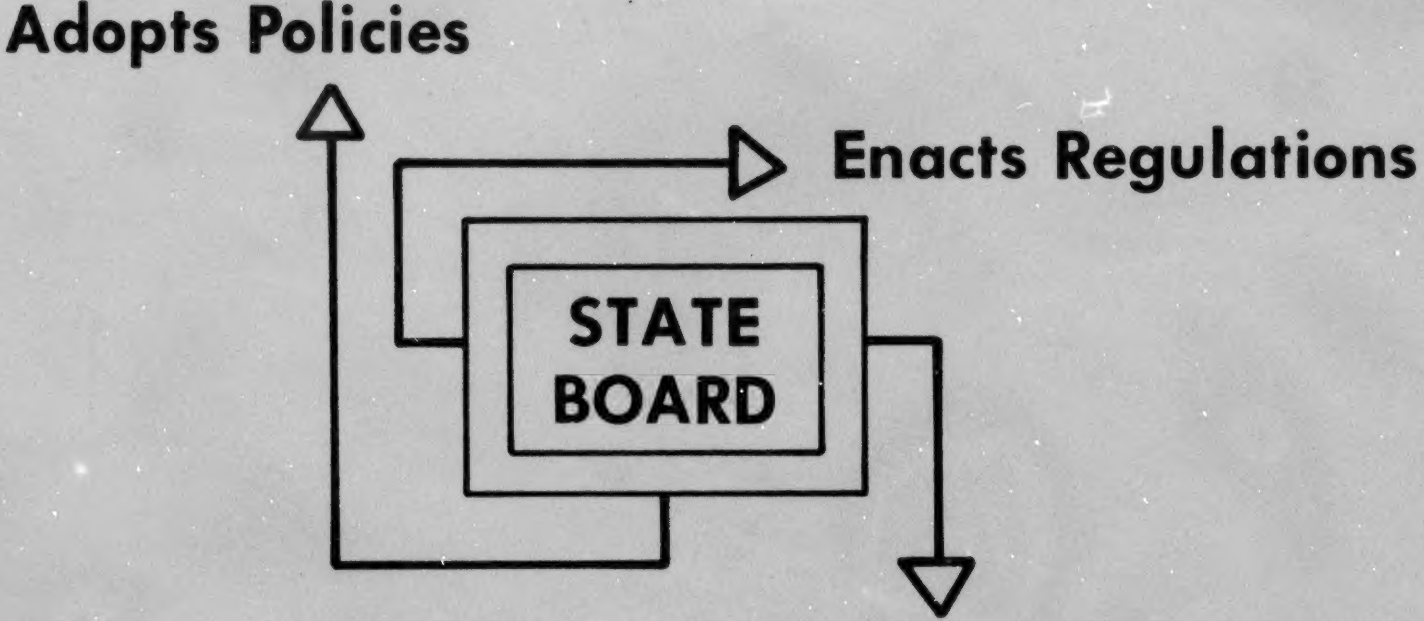
2

Members of the State Board of Education wear two hats.


STATE BOARD FOR VOCATIONAL EDUCATION
STATE BOARD OF EDUCATION

IVA 79:4:82

RESPONSIBILITIES OF THE STATE BOARD FOR VOCATIONAL EDUCATION



Adopts Policies

Enacts Regulations

STATE BOARD

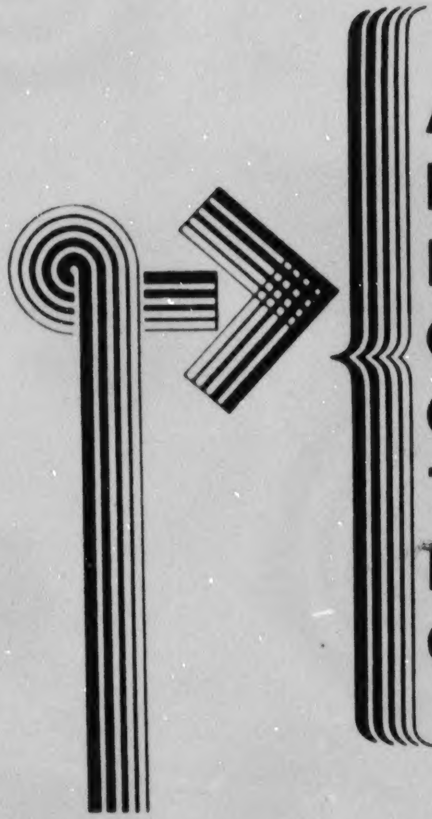
Establishes General Rules for Carrying Out Duties as Prescribed by the Legislature

RESPONSIBILITIES OF THE DEPARTMENT OF OCCUPATIONAL EDUCATION AND TECHNOLOGY

- Administration, planning, and coordination of vocational programs in accordance with the State Plan and the state policies
- Supervision of financial budgets and other fiscal matters, including expenditure of federal and state vocational funds
- Preparation of bulletins, reports, and other materials
- Coordination of vocational teacher education and other personnel development activities
- Initiation and coordination of research
- Assistance to local districts in evaluating their vocational programs

IVA 79:4:84

THE DIVISION OF SECONDARY PROGRAMS



- Agriculture Education
- Distributive Education
- Health Occupations Education
- Consumer and Homemaking Education
- Office Education
- Trade and Industrial Education
- Industrial Arts Education
- Occupational Orientation

Secondary Vocational Program Areas

MAJOR FUNCTIONS OF THE DIVISION OF SECONDARY PROGRAMS

- Provides technical and professional services to secondary schools in planning, organizing, and evaluating vocational programs
- Reviews annual program plans and applications
- Recommends programs for funding
- Monitors approved programs
- Collects data for state and federal reports

IVA 79:4:86

MAJOR FUNCTIONS OF THE DIVISION OF SECONDARY PROGRAMS

(continued)

- Organizes and conducts preservice and inservice education
- Provides leadership to secondary youth leadership organizations
- Assists secondary schools in acquiring and using curriculum materials and instructional equipment
- Directs the development of programs for persons with special needs

IVA 79:4:87

MAJOR FUNCTIONS OF THE DIVISION OF POSTSECONDARY PROGRAMS

- Provides technical and professional services to public postsecondary institutions in planning, organizing, and evaluating occupational programs, services, and activities
- Approves postsecondary programs (in cooperation with the Coordinating Board of the Texas College and University System)
- Reviews and recommends annual program applications for funding
- Approves qualifications of vocational personnel in postsecondary institutions

IVA 79:4:88

MAJOR FUNCTIONS OF THE DIVISION OF POSTSECONDARY PROGRAMS

(continued)

- Organizes and directs preservice and inservice education activities
- Assists public postsecondary institutions in acquiring and using instructional equipment
- Monitors postsecondary occupational programs
- Collects and prepares data for state and federal reports
- Provides leadership in the development of programs designed for persons with special needs
- Provides leadership to postsecondary youth leadership organizations

IVA 79:4:89

MAJOR FUNCTIONS OF THE DIVISION OF ADULT PROGRAMS

- Provides consultative and technical assistance to local education agencies in developing and operating programs for adults
- Reviews and approves applications for adult vocational programs
- Monitors adult vocational programs
- Collects and prepares data for federal and state reports

IVA 79:4:90

MAJOR FUNCTIONS OF THE DIVISION OF ADULT PROGRAMS

(continued)

- Assists local education agencies in acquiring and using instructional materials and equipment
- Organizes and directs inservice training for administrative and instructional personnel who are responsible for adult vocational programs
- Directs the development of programs for adults with special needs

IVA 79:4:91

MAJOR FUNCTIONS OF THE RESEARCH COORDINATING UNIT (RCU)

- Coordination of program improvement and supportive services administered by the DOET
- Identification of statewide needs and priorities for program improvement and supportive services
- Assistance to institutions in planning, developing, funding, initiating, operating, and evaluating program improvement and supportive services

IVA 79:4:92

MAJOR FUNCTIONS OF THE RESEARCH COORDINATING UNIT (RCU)

(continued)

- Development of a comprehensive plan for program improvement and supportive services
- Dissemination of information pertaining to the utilization of program improvement and supportive services

IVA 79:4:93

ADDITIONAL RESPONSIBILITIES OF THE RCU

COORDINATION OF:

- Research Activities
- Exemplary and Innovative Programs
- Curriculum Development
- Vocational Guidance and Counseling Services
- Vocational Personnel Development Activities
- Vocational Education Planning
- Activities To Overcome Sex Stereotyping and Sex Bias In Vocational Education

ALLOCATION OF VOCATIONAL ADMINISTRATORS AND SUPERVISORS

10 or more full-time vocational teacher units + 4 or more program areas = eligibility for a vocational administrator (12-month contract)

Vocational administrator + 25 full-time vocational teacher units = eligibility for a vocational supervisor (11-month contract)

each additional 30 vocational teacher units = eligibility for another supervisor

PUBLICATIONS AVAILABLE FROM TEA FOR THE ADMINISTRATION OF SECONDARY VOCATIONAL PROGRAMS

- Texas State Plan for Vocational Education
- Guide for Planning Vocational Programs in Local Education Agencies
- Certified List of Courses for Occupational Education and Technology
- Program Standards for Public Schools

IVA 79:4:96

RESPONSIBILITIES OF LOCAL ADMINISTRATORS

- Supervising the instructional program and vocational guidance services
- Facilitating good public relations
- Recruiting and training of vocational staff
- Planning and evaluating the vocational program
- Acting as a liaison between the district and TEA
- Compiling reports for state and federal use
- Providing leadership to vocational curriculum development activities
- Carrying out other duties as assigned by the superintendent

TYPES OF SECONDARY SCHOOLS IN TEXAS WHICH OFFER VOCATIONAL PROGRAMS

- The comprehensive high school
- The vocational and/or technical high school
- The area vocational school or center

IVA 79:4:98

AGRICULTURE EDUCATION is organized for instruction in the following manner:

- Production agriculture (Ag I, II, III, IV)
- Cooperative education
- Preemployment laboratory training
- Coordinated Vocational-Academic Education (CVAE) preemployment laboratory training
- Vocational education for the handicapped

IVA 79:4:99

CONSUMER AND HOMEMAKING EDUCATION

is organized for instruction in the following manner:

- Useful homemaking (Homemaking I, II, III, IV and specialized courses)
- Cooperative education (HECE)
- Preemployment laboratory training
- Coordinated Vocational-Academic Education (CVAE) preemployment laboratory training
- Vocational education for the handicapped

IVA 79:4:100

DISTRIBUTIVE EDUCATION is organized for instruction in the following manner:

- Cooperative education
- Preemployment laboratory training
- Combination programs (lab and co-op)

IVA 79:4:101

HEALTH OCCUPATIONS EDUCATION

is organized for instruction in the following manner:

- Cooperative education
- Preemployment laboratory training
- Combination programs (Health Care Science and co-op)

IVA 79:4:102

OFFICE EDUCATION is organized for instruction in the following manner:

- Cooperative education
- Preemployment laboratory training
- Combination program
- Coordinated Vocational-Academic Education (CVAE) preemployment laboratory training
- Vocational education for the handicapped

IVA 79:4:103

TRADES AND INDUSTRIAL EDUCATION

is organized for instruction in the following manner:

- Cooperative education (ICT)
- Preemployment laboratory training
- Coordinated Vocational-Academic Education (CVAE) preemployment laboratory and cooperative education
- Vocational education for the handicapped

IVA 79:4:104

EXPLORATORY INDUSTRIAL ARTS

programs are organized for the development of understanding about all aspects of industry. Instructional areas may include:

- drafting
- electricity
- woodworking
- power mechanics
- photography
- metalworking
- printing
- construction technology
- manufacturing technology

OCCUPATIONAL ORIENTATION

helps students make meaningful and informed occupational choices. Occupational Orientation is organized into the following two phases:

- Occupational Investigation (Grades 7-8)
- Occupational Exploration (Grades 9-12)

IVA 79:4:106

VOCATIONAL EDUCATION FOR THE DISADVANTAGED AND HANDICAPPED

- Regular vocational programs
- Special vocational programs
  - CVAE--Coordinated Vocational-Academic Education (vocational education for disadvantaged students)
  - VEH--Vocational Education for the Handicapped

IVA 79:4:107

VOCATIONAL PROGRAMS FOR ADULTS

Types of classes:

- Preparatory
- Supplemental
- Apprenticeship

Program areas for adult vocational education:

- Distributive Education
- Health Occupations
- Vocational Office Education
- Vocational Industrial Education

IVA 79:4:108

VOCATIONAL YOUTH LEADERSHIP ORGANIZATIONS

- Future Farmers of America (FFA)
- Future Homemakers of America (FHA)
- Home Economics Related Occupations (FHA-HERO)
- Distributive Education Clubs of America (DECA)
- Vocational Industrial Clubs of America (VICA)
- Texas Association of Health Occupations Students (TAHOS)
- Office Education Association (OEA)

IVA 79:4:109

LOCAL ADVISORY COUNCILS

- Required by federal law
- Comprised of representatives of the general public, including
  - parents
  - students
  - teachers
  - administrators, and
  - representatives from business, labor, and industry
- Formed for the purpose of assisting the vocational program

PROSSER'S 16 THEOREMS

1. The training environment is the working environment itself or a replica of it.
2. The training jobs are carried on in the same way as in the occupation itself.
3. The trainee is trained specifically in the manipulative habits and thinking habits required in the occupation itself.
4. The training helps the trainee to capitalize his interests and abilities to the highest possible degree.

IVA 79:5:111

PROSSER'S 16 THEOREMS

(continued)

5. The training is given to those who need it, want it, and are able to profit by it.
6. Adequate repetitive training in experiences from the occupation fixes right habits of doing and thinking to the degree necessary for employment.
7. The instructor is master of the skills and knowledge he teaches.
8. Training is carried to the point where it gives the trainee a productive ability with which he can secure employment or hold employment.

IVA 79

PROSSER'S 16 THEOREMS

(continued)

9. Training meets the market demands for labor whatever these may be in any given occupation.

10. Training is given on actual jobs and not in exercises or pseudo jobs.

11. The content of the training which is taught is obtained from masters of the occupation, not theorists.

12. This teaching content applies so directly and specifically to the occupation that it has functioning value for this occupation only.

IVA 79:5:1

PROSSER'S 16 THEOREMS

(continued)

13. The training needs of any group are met at the time they most require help and in the way that gives the most help.

14. The particular characteristics o those it serves are considered--botl in methods of instruction and it personal relations with learners.

15. The administration is elastic and fluid.

16. The funds expended on training are at least sufficient to permit good training to be done.

(SOURCE: Prosser and Quigley, Vocational Education in a Democracy, 1949.)

VOCATIONAL TEACHERS SHOULD HAVE . . .

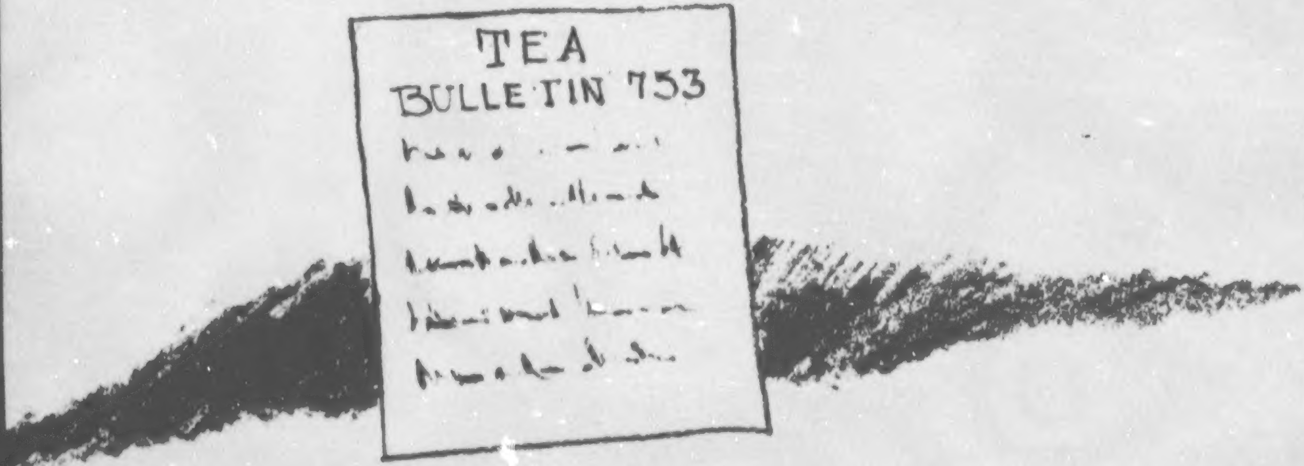
- Occupational skill and knowledge
- Pedagogical skill

IVA 79:5:115

GUIDELINES FOR SCHOOL PERSONNEL: CERTIFICATION, ALLOCATIONS, AND RECORDS

(TEA Bulletin 753)

- Certification requirements for administrators, supervisors, counselors, and teachers
- Emergency teaching permit requirements
- TEA forms used in the application process



IVA 79

AS INSTRUCTIONAL LEADERS, ADMINISTRATORS AID VOCATIONAL CURRICULUM DEVELOPMENT BY . . .

- encouraging the identification and statement of goals and objectives,
- providing needed resources to staff members,
- freeing teachers from time-consuming, frustrating tasks,
- helping teachers utilize new developments, research findings, or promising practices.

AS INSTRUCTIONAL LEADERS, ADMINISTRATORS AID VOCATIONAL CURRICULUM DEVELOPMENT BY . . .

(continued)

- planning and designing functional vocational facilities,
- searching for and obtaining additional funds,
- assuring sufficient numbers and types of vocational programs,
- assuring equal access to vocational programs,
- coordinating vocational and academic programs, and
- seeking highly qualified, competent teachers.

IVA 79:

VOCATIONAL COUNSELORS PROVIDE SERVICES TO IN-SCHOOL AND OUT-OF-SCHOOL YOUTH AND ADULTS BY . . .

- identifying individuals who need and can benefit from vocational education,
- providing information necessary to make meaningful and informed occupational choices,
- placing individuals in appropriate vocational programs,
- placing individuals on jobs,
- conducting student follow-up studies and employer surveys.

IVA 79:5:119

CUMULATIVE RECORDS

INTEREST INVENTORIES

APTITUDE TEST SCORES

AIDS FOR SELECTING STUDENTS FOR VOCATIONAL PROGRAMS

PERSONAL INTERVIEWS

ACHIEVEMENT TEST SCORES

WAYS ADMINISTRATORS CAN IMPROVE THE QUALITY AND QUANTITY OF VOCATIONAL GUIDANCE SERVICES:

- Employ guidance personnel with work experience outside education,
- Provide professional development opportunities for guidance personnel,
- Employ paraprofessionals to assist guidance personnel,
- Provide adequate, up-to-date facilities, equipment, and materials,
- Computerize guidance systems,
- Lower counselor-pupil ratio, and
- Insure job placement and follow-up services.

IVA 79:5:12

TEXAS EDUCATION AGENCY PUBLICATIONS TO ASSIST IN ESTABLISHING JOB PLACEMENT SERVICES:

- Job Placement Services: An Open Door to Opportunity
- Job Placement Model

IVA 79:5:122

VOCATIONAL PROGRAM EVALUATION

- Process
- Product

VOCATIONAL PROGRAM EVALUATION . . .

- provides data for planning
- helps justify decisions
- helps to identify strengths and weaknesses
- contributes to program accountability
- facilitates needed change

IVA 79:5:124

WHO and WHAT should be evaluated?

- Students
- Staff and faculty
- Facilities and equipment
- Goals and objectives
- Community needs

IVA

TOOLS FOR VOCATIONAL PROGRAM EVALUATION

The Student Follow-up Survey

The Employer Survey

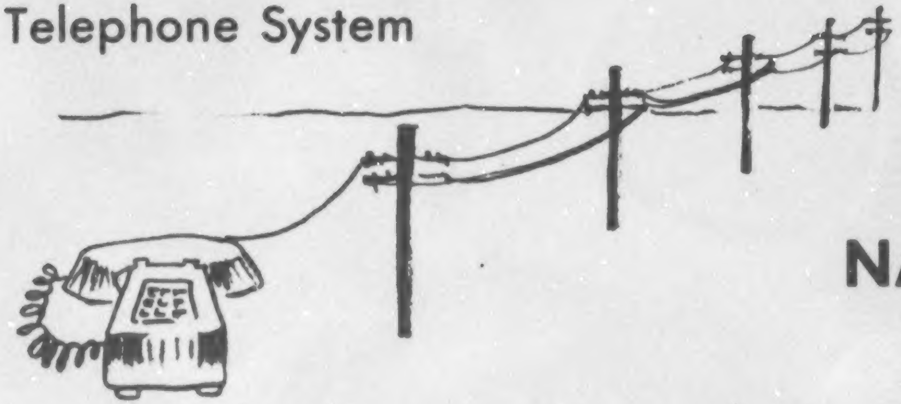
SURVEY
SURVEY

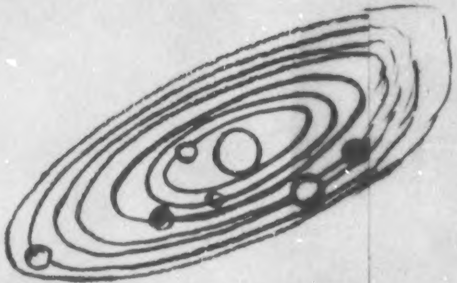
IVA 79:5:126

SYSTEMS

MAN-MADE SYSTEM

Telephone System



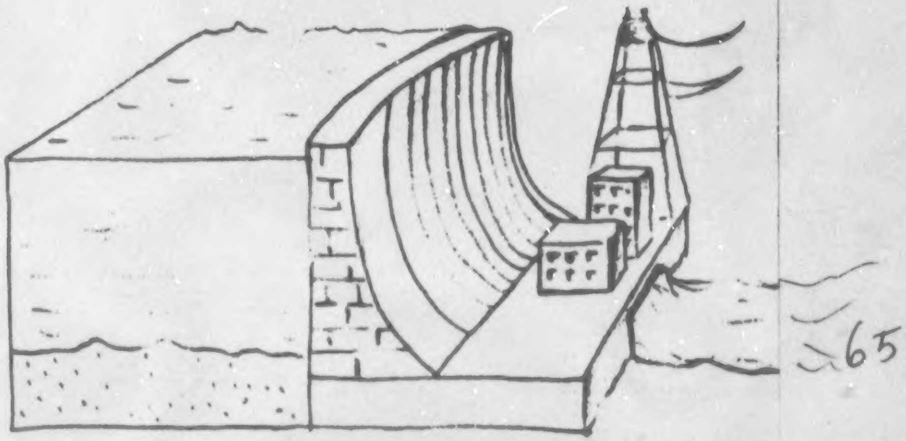


NATURAL SYSTEMS

SOLAR SYSTEM

HYBRID SYSTEM

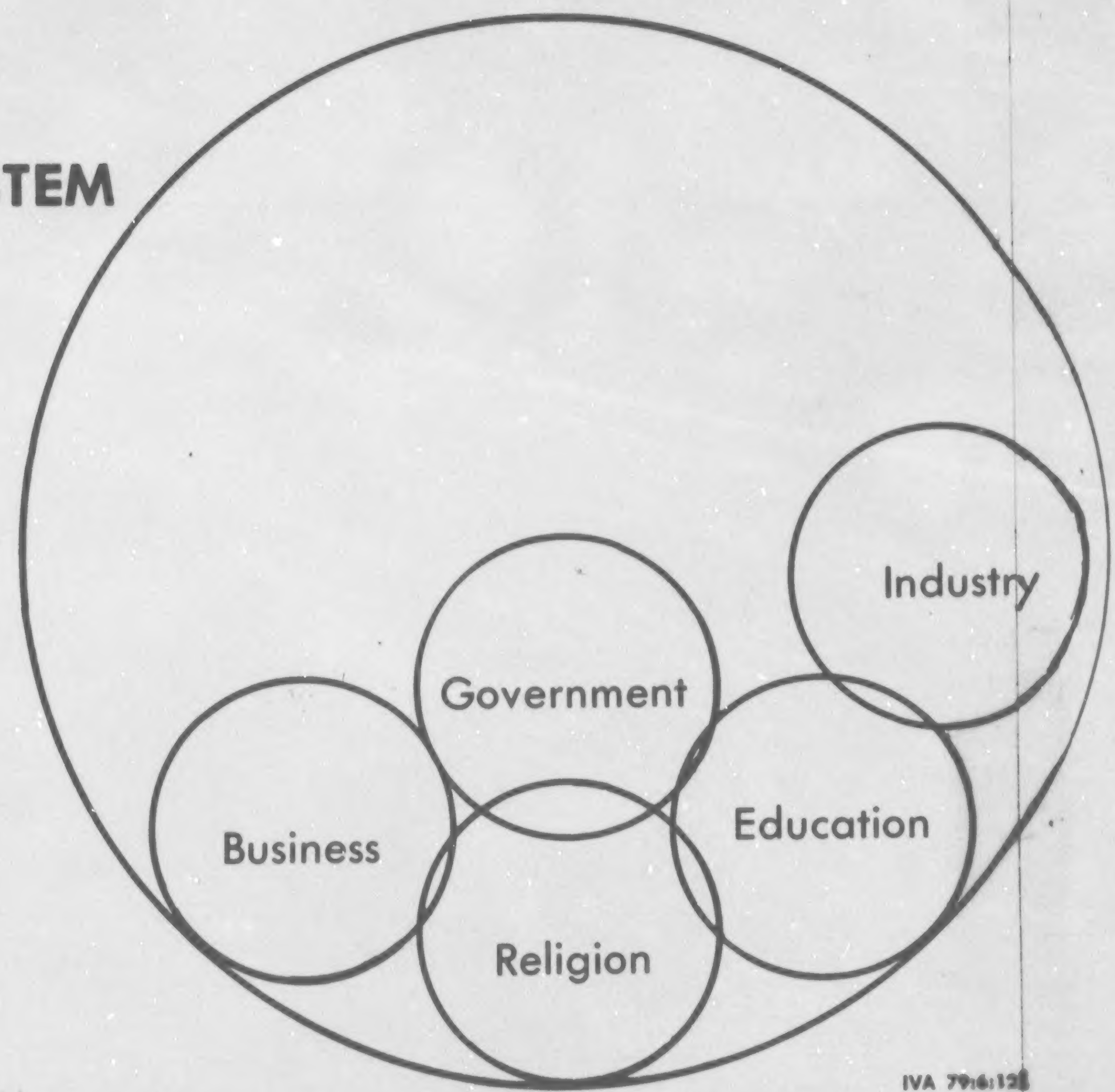
HYDRO-ELECTRIC
PLANT



654

/A 79:6:127

SUPRASYSTEM


Industry
Government
Business
Education
Religion

KEY QUESTIONS FOR VOCATIONAL PLANNERS

- Have students' needs and interests changed?
- Are there community needs not being met?
- Do existing programs need modification or elimination?
- Are new programs needed?

IVA 79:6:129

KEY QUESTIONS FOR VOCATIONAL PLANNERS

(continued)

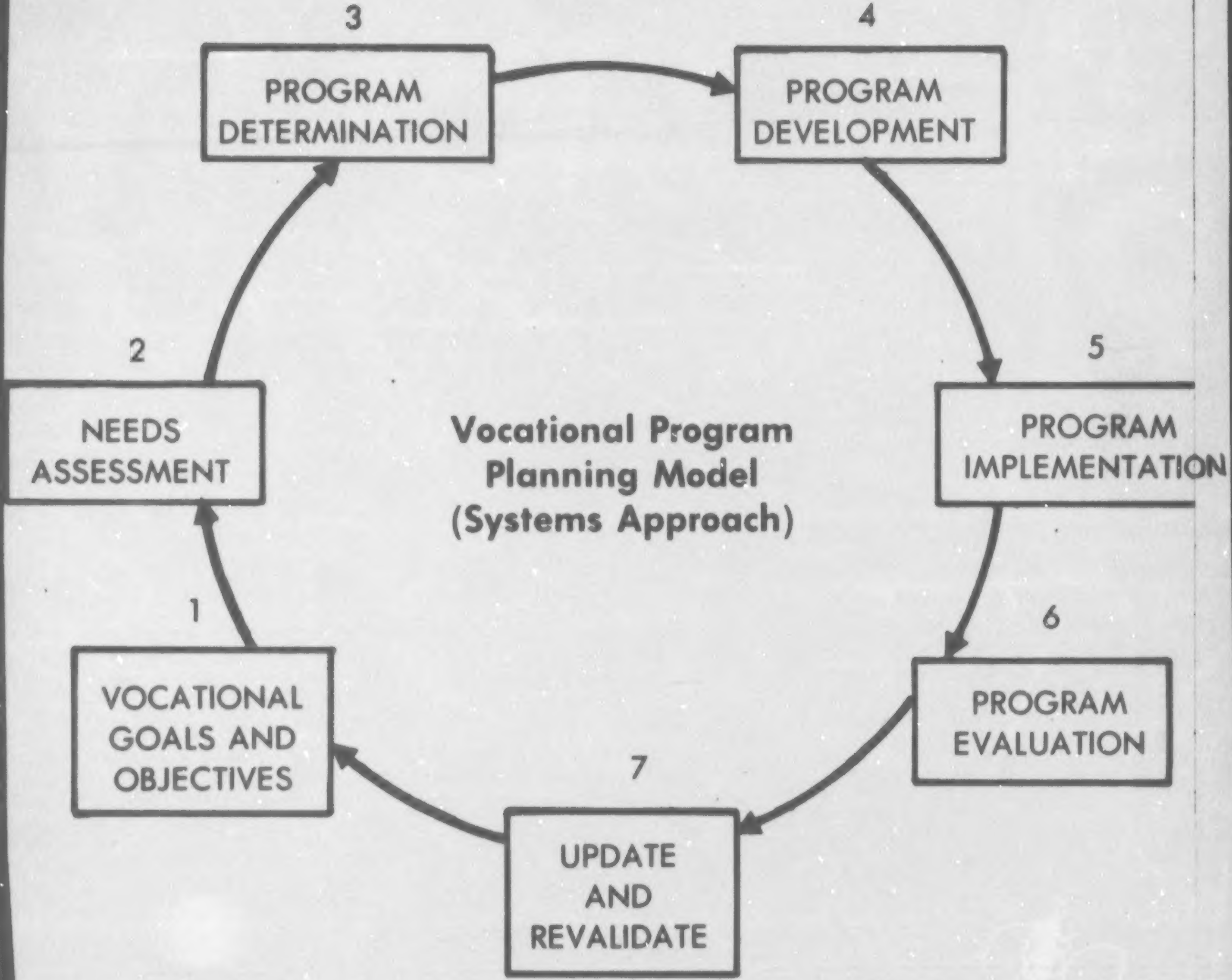
- Who are the vocational clintele? Are there special population needs not being addressed?
- What resources are needed to support vocational programs?
- How can vocational projects be financed?

IVA 79:6:130

WHO To Involve In The Planning Process

- Local Administrator
- Staff Planning Committee
- Local Advisory Committee

IVA 79:6:131



Vocational Program Planning Model (Systems Approach)

1 VOCATIONAL GOALS AND OBJECTIVES

2 NEEDS ASSESSMENT

3 PROGRAM DETERMINATION

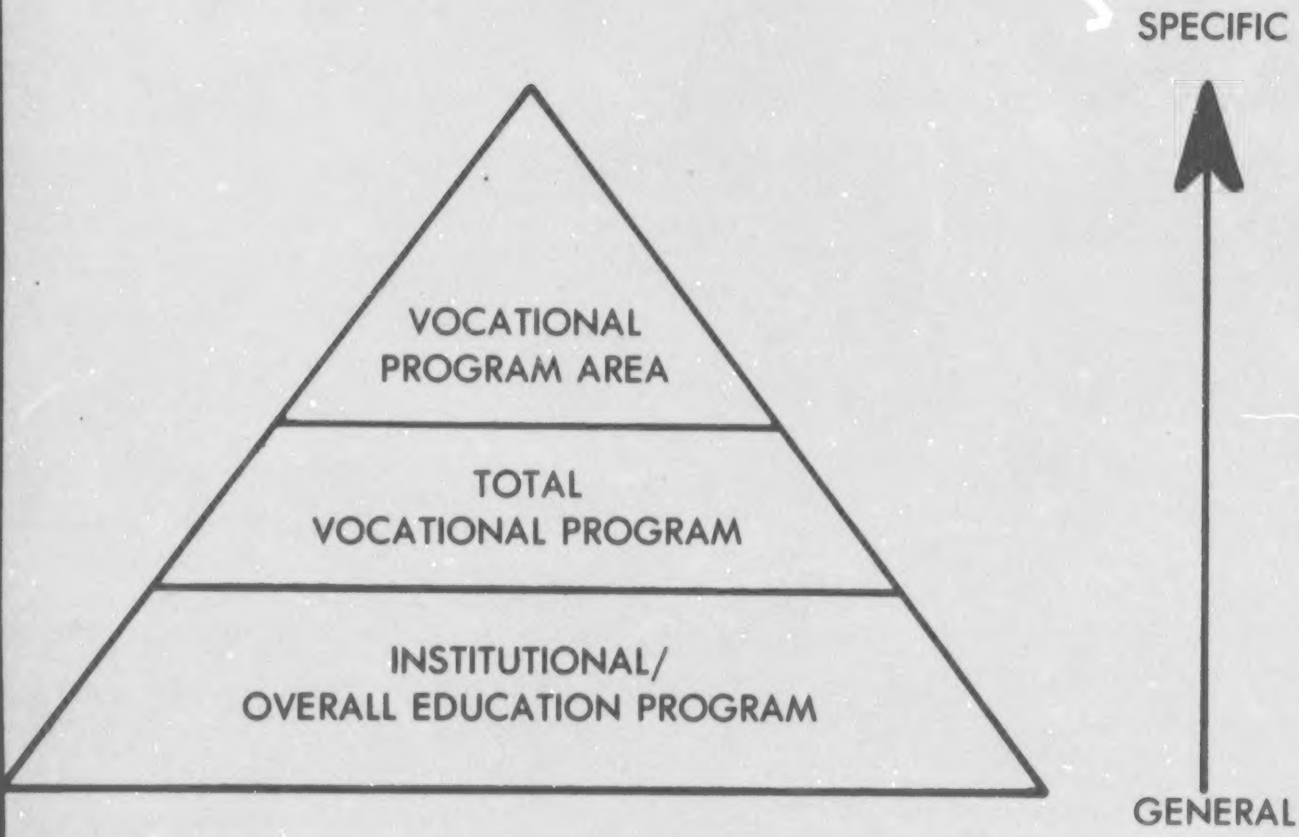
4 PROGRAM DEVELOPMENT

5 PROGRAM IMPLEMENTATION

6 PROGRAM EVALUATION

7 UPDATE AND REVALIDATE

GOALS AND OBJECTIVES HIERARCHY



SPECIFIC

VOCATIONAL PROGRAM AREA

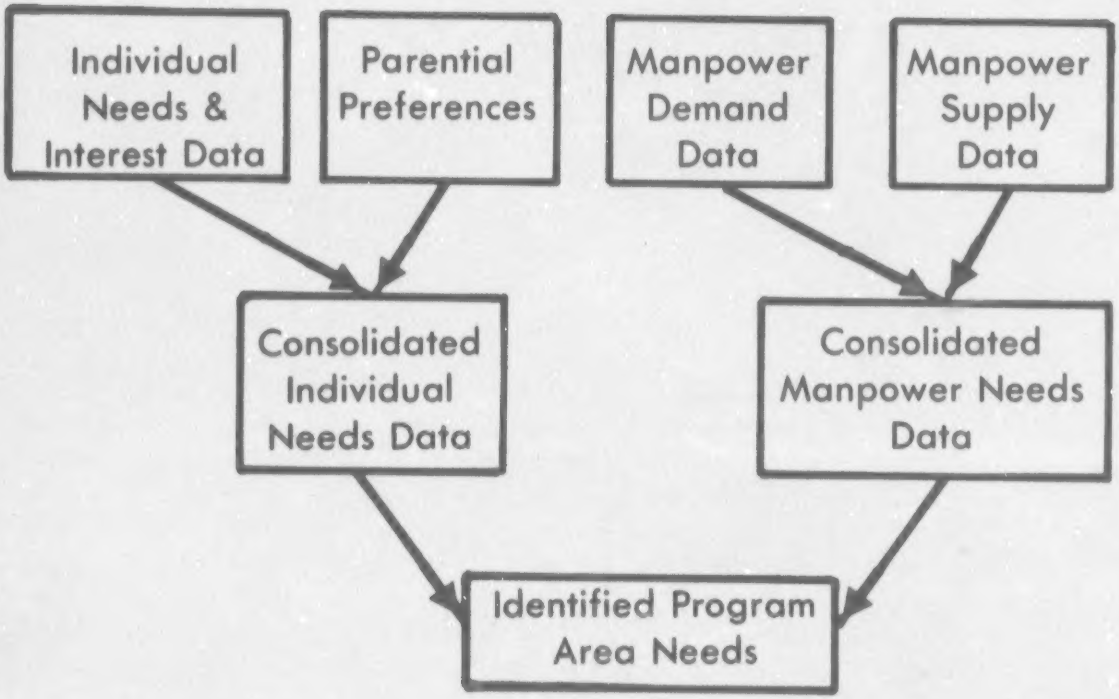
TOTAL VOCATIONAL PROGRAM

INSTITUTIONAL/ OVERALL EDUCATION PROGRAM

GENERAL

IVA 79:6:133

NEEDS ASSESSMENT



Individual Needs & Interest Data

Parential Preferences

Manpower Demand Data

Manpower Supply Data

Consolidated Individual Needs Data

Consolidated Manpower Needs Data

Identified Program Area Needs

ASSESSING STUDENT INTEREST

- Standardized Vocational Interest Surveys
  - .. Kudar Form DD
  - .. Ohio Vocational Interest Survey
- Locally Developed Survey
- Parent Surveys

IVA 79:6:135

STUDENT NEEDS should be identified for . .

- HANDICAPPED
  - .. Physically
  - .. Emotionally
- DISADVANTAGED
  - .. Economically
  - .. Educationally
- SPECIAL POPULATIONS
  - .. Students with special guidance needs
  - .. Bilingual students
  - .. Students who need help overcoming sex bias

IVA 79:6:13

SOURCES OF STUDENT NEED DATA

- Guidance department
- Follow-up survey
- Advisory committee

FEDERAL SOURCES OF MANPOWER DEMAND DATA

- Manpower Report of the President
- Occupational Outlook Handbook
- U.S. Census Reports
- Tomorrow's Manpower Needs

IVA 79:6:138

TEXAS SOURCES OF MANPOWER DEMAND DATA

- Texas Employment Commission
- State Advisory Council Annual Report
- 1202 Commission Report
- TEA

IVA 79:6:139

OCCUPATIONAL INFORMATION COORDINATING COMMITTEE PURPOSES

- NATIONAL (NOICC)
  - .. To improve coordination and planning of vocational programs at the federal, state, and local levels
  - .. To develop and implement an occupational information system
- STATE (SOICC)
  - .. To implement a state occupational information system to meet the common planning and occupational needs of state vocational education program planners

IVA 79:6:141

LOCAL SOURCES OF MANPOWER DEMAND DATA

- Chamber of Commerce
- Public and private employment agencies
- Local governmental agencies

IVA 79:6:140

PROGRAM DEVELOPMENT CONSIDERATIONS

- Program area goals and objectives
- Curriculum
- Organizations for instruction
- Organizational structure
- Management system (MBO, PPBS, PERT)
- Budget

IVA 79:6:142

PROGRAM DEVELOPMENT CONSIDERATION

(continued)

- Staff qualifications
- Facilities
- Equipment specifications
- Counseling/placement services
- Annual Application

IVA 79:6:143

PROGRAM IMPLEMENTATION

- Purchase equipment and supplies
- Employ staff and faculty
- Prepare/construct facilities
- Monitor the system
  - .. Fiscal accountability
  - .. Instructional accountability

IVA 79:6:144